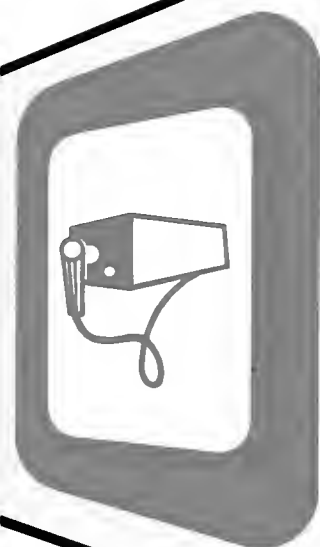
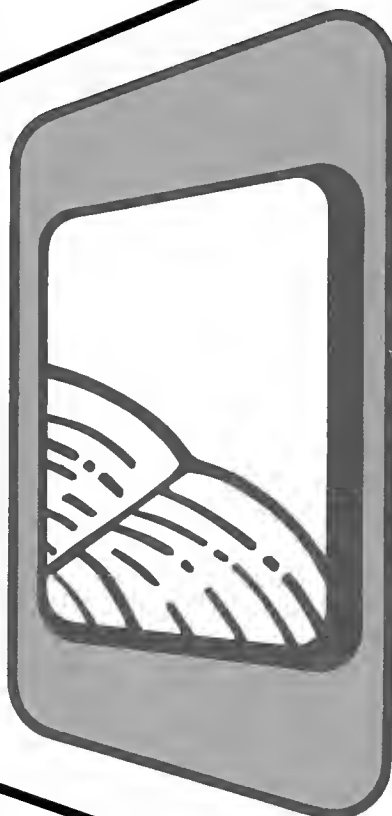


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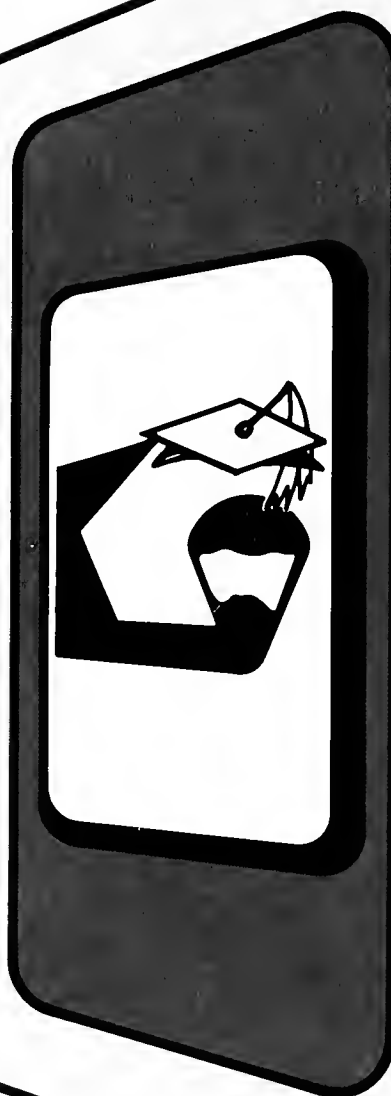




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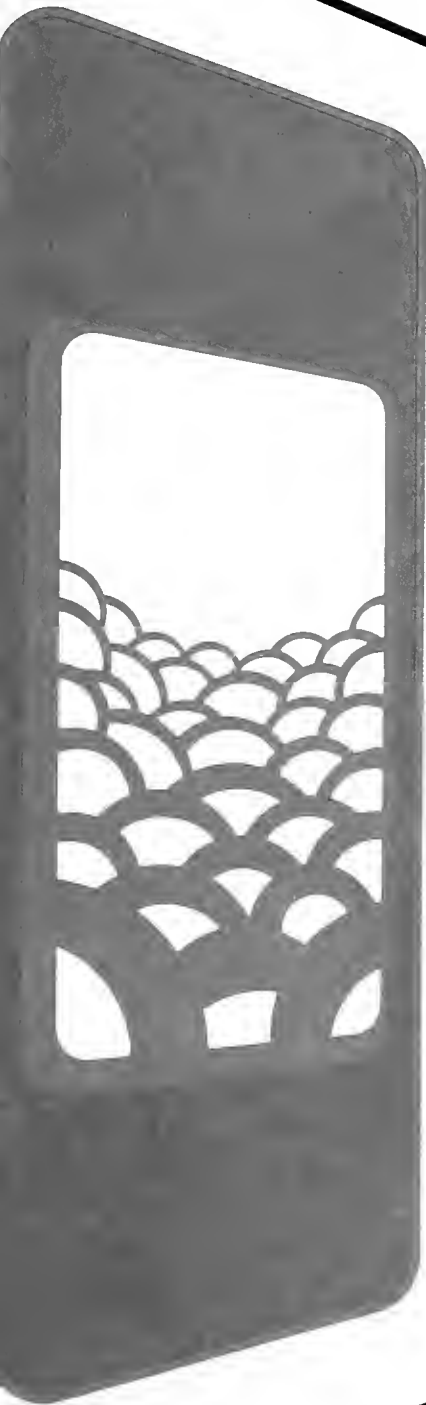


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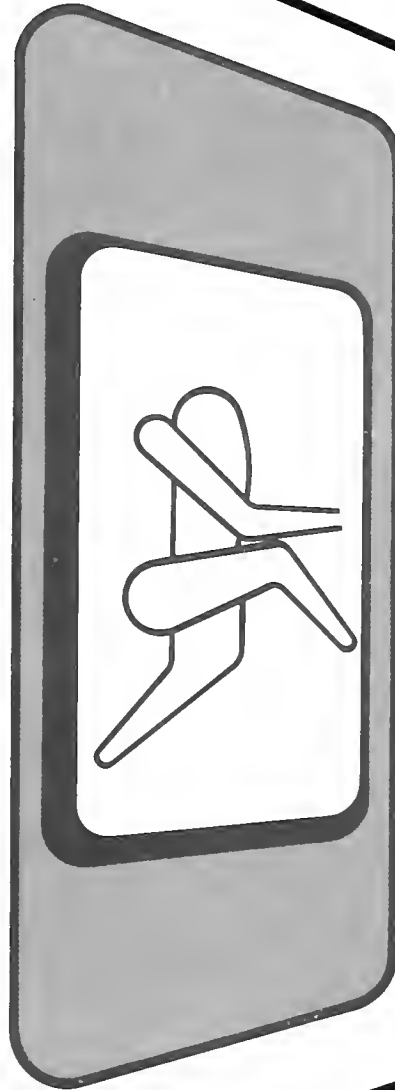


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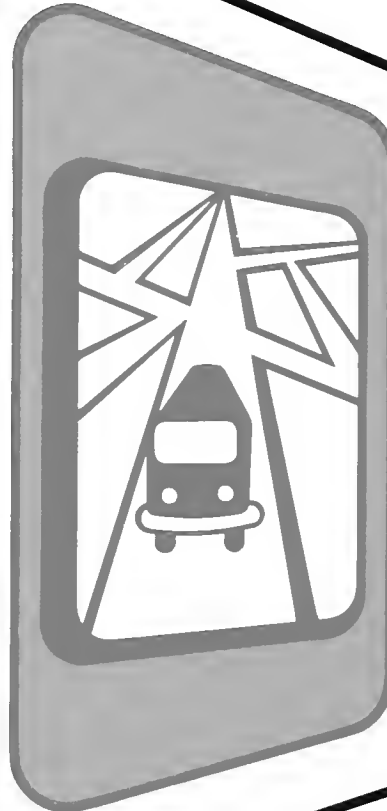
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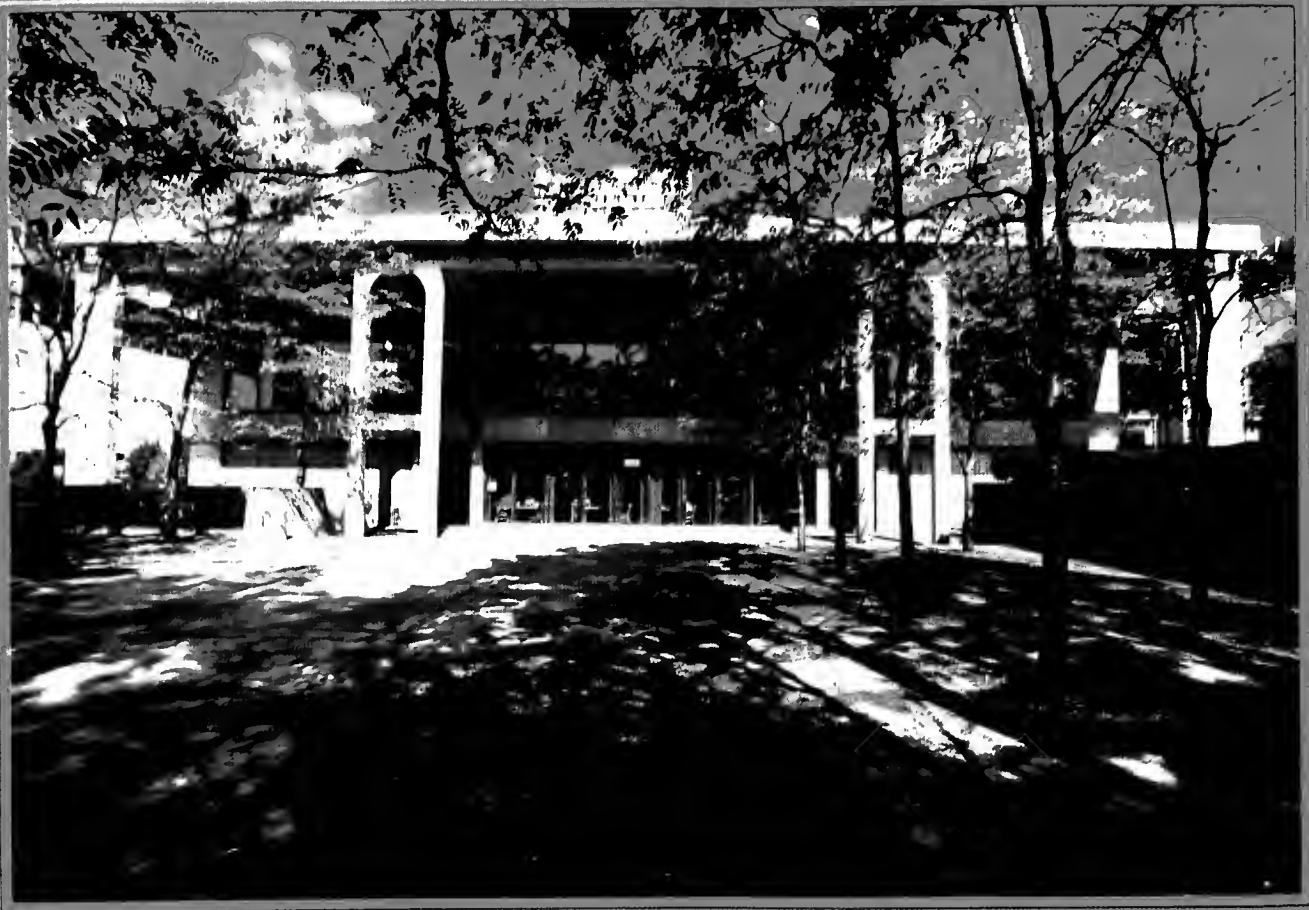


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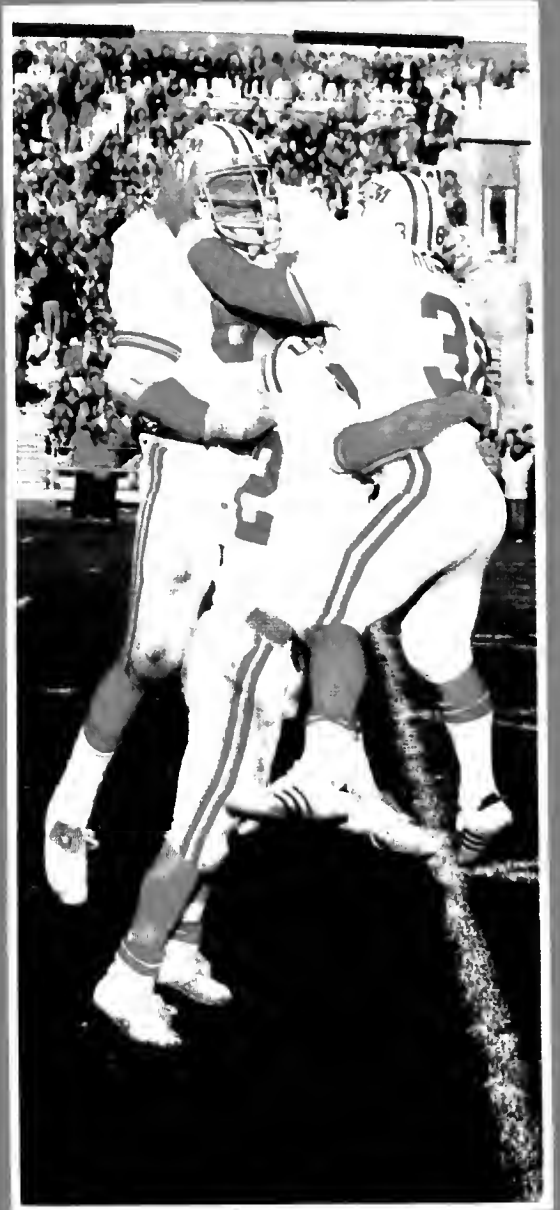
UNIV. OF MASS,
ARCHIVES











CABARET







Randy Newman

Boston Ballet

Marcel Marceau

Seiji Ozawa

Archie Shepp



Arthur Fidler

Alvin Ailey

Eugene Anderson













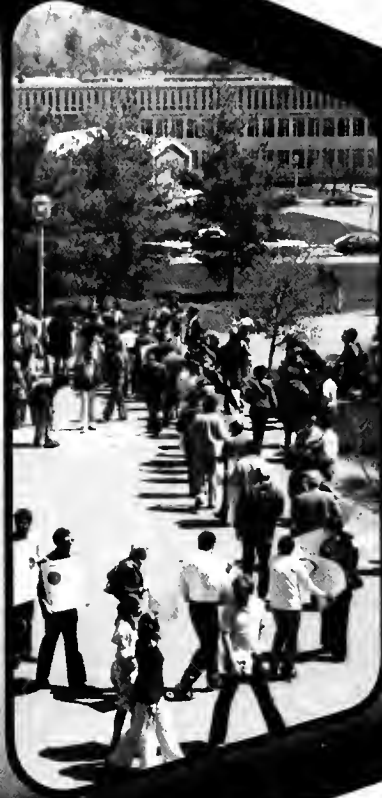


The following news articles are accounts of major events that happened this year here on campus and throughout the world. Some of these events affected you directly, others indirectly. The stories are presented in a subjective format, with the authors expressing their point of view. The opinions may be controversial ... but, then, what isn't?

FIRST, THERE
WAS EXAMINATION
APPEALS, THEN
(COURSE EVALUATION...
AFTER THAT, STUDENTS
WERE SITTING ON
TENURE COMMITTEES
**NOW, THEY WANT TO
RUN THEIR OWN
STUDENT UNION...**



I THINK I'M
GOING TO VOMIT!



S.G.A. Elections

In late February of 1978 all students wishing to become a candidate for S.G.A. co-president or trustee had to submit nomination signatures to the Student Senate. An unprecedented number of people fulfilled the required mandate of gathering 250 names in order to have their names put on the ballot.

Problems arose when a new govern-

mental affairs committee was faced with operating a presidential election with obsolete guidelines and vague interpretations of these guidelines from various friends involved in the process (e.g. the Student Attorney General). There were no provisions within the Student Government Constitution for run-off elections, yet more than ten candidates were vigorously pursuing the positions. This meant that if no candidacy was able to receive a majority

(33.3%) of all the votes cast, some other method would have to be initiated to elect the President. This vehicle happened to be an electoral college, a system scraped some years ago due to its lack of true democratic characteristics.

Another quirk in the '78 elections was the "none of the above" option that was allowed on the ballot in the popular election but not in the electoral convention.

Governance:

...Elections...

In conjunction with the push for "The Year of the Union", the Distinguished Visitors Program brought Tom Hayden (left) and Dick Gregory (right) to speak at the Student Unionization Conference. Both these speakers urged students to take a more active role in their educational institution.



Unionization

It was supposed to be the year when students at UMass would finally challenge the administration and win the right to collectively bargain the terms of our education and living conditions.

The Undergraduate Student Senate declared it "The Year of the Union", attempting in September to spark a campus-wide movement by sponsoring a well-attended two-day conference to introduce students to the concept of a union and sign up recruits in the fight for student rights.

Dick Gregory, one of the keynote speakers, expressed the sentiment of the audience when he told a cheering crowd "you got to let those educators know they exist to satisfy your needs, not the other way around."

Then, in the following months, the spark seemed to die as the publicity and coverage waned, the Student Senate fought internal battles, the student advocacy agencies failed to coordinate their efforts, and the recruits failed to show up in large numbers to launch a

full scale attack. Many observers would agree with one student senator who lamented, "the Union has fizzled."

What these observers failed to see, however, was that the push for a student union did not begin nor end in the fall of 1977. Expecting an explosion that would immediately find students in control of their university, they failed to detect the small steady flame of activity that continued to burn. A group of one hundred or so students continued to research, petition, canvass, and participate in endless meetings, knowing — or at least hoping — that progress was being made.

This progress included the publishing of the Course and Teacher Evaluation Guide, and winning concessions from academic departments such as the Economics Department, which was pressured into funding a student-run tutoring program.

But the biggest victory was the right to a negotiated lease for students living in University housing. In this case, those who had been formulating and promoting a lease for months finally

got the popular support necessary to effectively challenge authority.

The support came when Southwest Residential Master-Director Jim Matlack made the mistake of masterminding a plan to limit residence in Pierpont dormitory to freshmen and sophomores, presumably to curb drug trafficking there.

This, coupled with the release of an audit proving that the dorms didn't meet health and safety code standards, resulted in the over-night occupation of Chancellor Bromery's office in Whitmore by 150 students. In the course of its forced scuttling of the Matlack plan, the administration also agreed to reimburse students living in substandard housing and to negotiate a lease.

Negotiating is, of course, what unions do, so, looking back, the more astute observers will realize that while "The Year of the Union" may not have been a big bang, it certainly wasn't a dud. Just ask the Chancellor.

— Jim Gagne

The Gordon/Tyson ticket fell short of the necessary majority, hence an electoral convention became a reality. Another controversy arose when the second place vote receiver, "none of the above", was not allowed a place in the electoral convention. Inconsistencies were prevalent, and an *ad hoc* committee was formed to iron out as many difficulties as possible.

The electoral convention consisted of factions from each of the six area

governments with a total of fifty votes, and the Student Senate with a total of fifty votes. In order to win the election in the convention, a candidate required fifty-one votes (a majority). The convention eventually went to seven ballots over a period of six weeks, often without a quorum. Eventually the declared winners were Bob Dion and Don Bishop on the seventh ballot. Bob Dion was an election official who participated in developing and officiating election

rules, then resigned to run for president/trustee with Don Bishop, who had come in fourth in the popular election.

The election is still in contention, with the Student Senate abolishing the electoral college and voting for the resignation of Dion and Bishop in the fall of 1978. But until that time, Dion and Bishop will act as S.G.A. co-presidents.

— Herb Tyson

...Evaluations...Unions...



C.A.T.E.

Last fall the Academic Affairs Committee of the Student Senate published "*On the Other Hand*", A Course and Teacher Evaluation Guide. The guide was put together from information provided by willing teachers, data from a teacher assessment questionnaire published in the *Collegian*, information derived from computer forms passed out at the end of each semester and, in several cases, the opinions of one student.

Many students felt that the guide was well prepared and found it very useful. Others felt that the idea was basically a good one, but the guide itself could stand improvement.

Teachers were quite varied in their opinions of the publication. Some felt it was well done and welcomed student evaluations, while others felt it was "poorly researched and created an "adversary relationship" between teachers and students. The teachers who were displeased with the guide pointed out that some evaluations were

made by one student, and resented the publication of their salary and tenure status.

Several students felt that they have been evaluated by one teacher since time eternal, and that it was about time students got their chance. One student said, "The guide tells it like it is. Teachers should be able to take some criticism. They certainly dish out their share."

Former Provost Paul Puryear criticized the booklet in the *Springfield Union*. Puryear said he felt the booklet was "incomplete" and contained "some unevenness in the format."

Several teachers felt that the guide was used by students as a means to "get back at" teachers for past differences. These teachers felt that they could recognize the personal style of the authors of some of the evaluations, and that these authors used the guide as a means of revenge.

Also, many complaints were made about the graphics used in the guide. Some went so far as to say that the drawings were crude, racist, deroga-

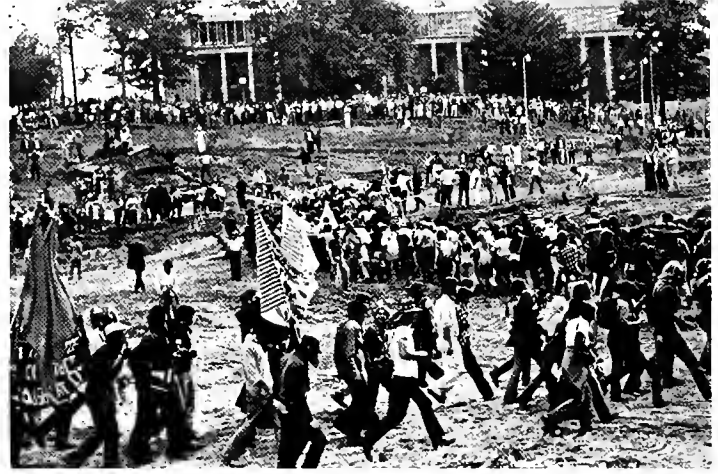
tory, and disgusting. Student Government Association co-President Jon Hite apologized publicly in the *Collegian* to anyone who was offended by the graphics. Joseph Connolly, the student in charge of the guide, apologized also and explained that the drawings were intended to satirize stereotypes, and not intended as stereotypes themselves.

So it has been established by students, faculty, and administrators alike that the first issue of "*On the Other Hand*" has many shortcomings, the most obvious of which is its incompleteness. Can the student publishers be blamed for this?

The Student Senate sued the school for access to teacher evaluations under the Massachusetts freedom of information law. The information was not released. Without the raw data it seemed impossible for anyone to put together a truly complete guide, but the students felt the idea was sound so they did the best they could with the information they had. Certainly they should not be criticized for incompleteness by the very administrators who withheld the information in the first place.

As we have seen, the opinions on the guide are as varied as the students, faculty, and administration themselves. One idea that seemed to hold up is that a course and teacher evaluation guide, written and published by the students and for the students is a good idea. It reflects a progressive student attitude toward student-teacher relationships. The fact that many people were displeased with the various aspects of the first issue of "*On the Other Hand*" becomes almost irrelevant when viewed with respect to the potential of the guide.

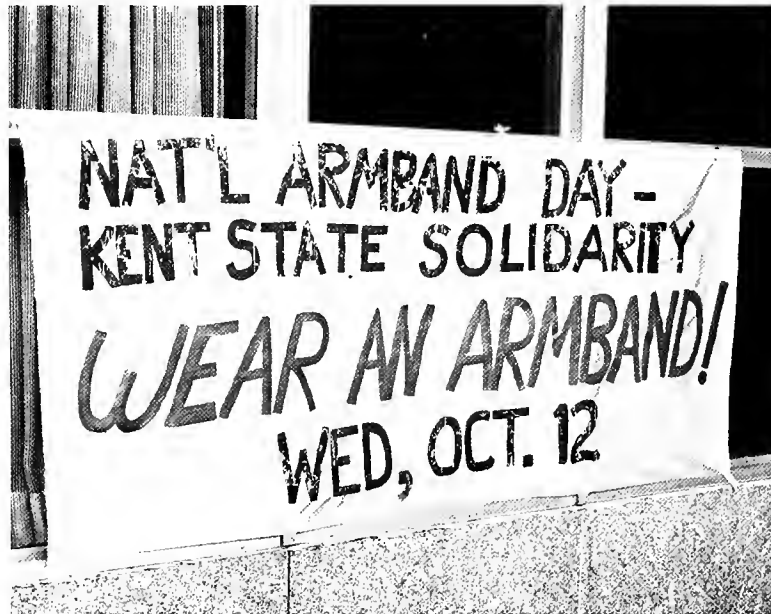
— Jeff R. Lambert



Dissent: Kent State...

The summer news of 1977 flashed back to 1970 as Kent State University once again became a headline grabber. Tent City at Kent State captured the imagination and energy of thousands, and UMass was no exception. The Revolutionary Student Brigade began the fall semester with a campaign to popularize the struggle there. More than 125 UMass students took part in three demonstrations at that university, sacrificing weekends and parties to spend twenty-four grueling hours of traveling to take a stand at Kent State.

Many of the students were only in elementary school when the four students were killed by National Guardsmen at an anti-war rally at Kent in 1970. Yet over 1700 students at UMass wore armbands as part of the National Armband Day called by the Revolutionary Brigade in support of the struggle at Kent State to put an end to injustice.



They joined the thousands across the country who opposed the construction of a gymnasium on the site where the students had been killed seven years before.

UMass students joined the thousands who proclaimed to the "powers to be"

that Kent State has not been forgotten ... or forgiven. The spirit of Kent State lives on. It is the spirit of rebellion, the spirit of strength and unity and the spirit of determination to stand opposed to the injustice of war.

Over 2,000 students signed petitions which demonstrated enough support for the Student Senate to allocate almost \$4,000 for traveling expenses to the site.

In 1970 National Guardsmen used brute force with the consent and encouragement of then Governor Rhodes of Ohio to suppress the people's demands for an end to the war in Indochina. In 1977, police used the same methods again to try to squash the spirit of struggle, that spirit of unity at Kent State and campuses across the country, which will one day provide the strength to insure that Kent State will never happen again.

— Ellie Gitelman and Charles Bagli





Student Senate Speaker Brian DeLima was made a scapegoat when he was found guilty by the Student Judiciary on two charges from his abuse of the senate phones to make seventy-three long-distance phone calls worth \$313 to his home state Hawaii.

The charges were: misrepresenting the senate "without prior consent of that group," and fraudulently obtaining telephone service through "unauthorized charging to the account of another."

On the witness stand DeLima was asked if he had "prior consent" for use of the phones for personal calls.

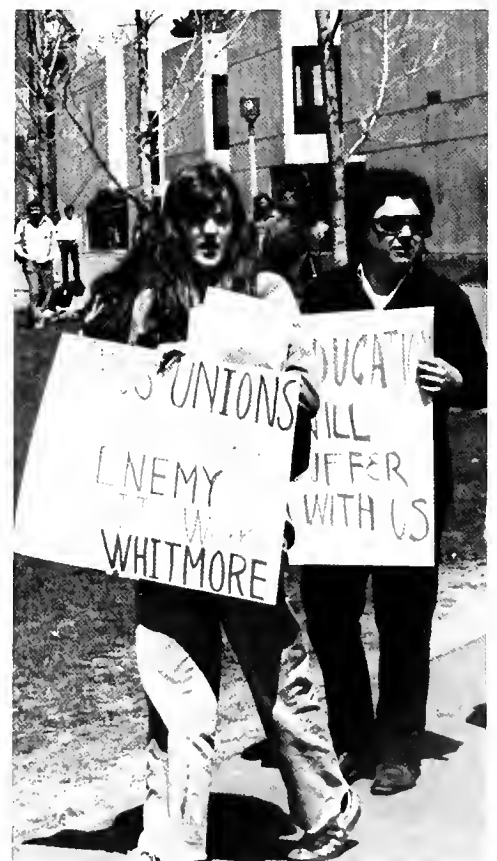
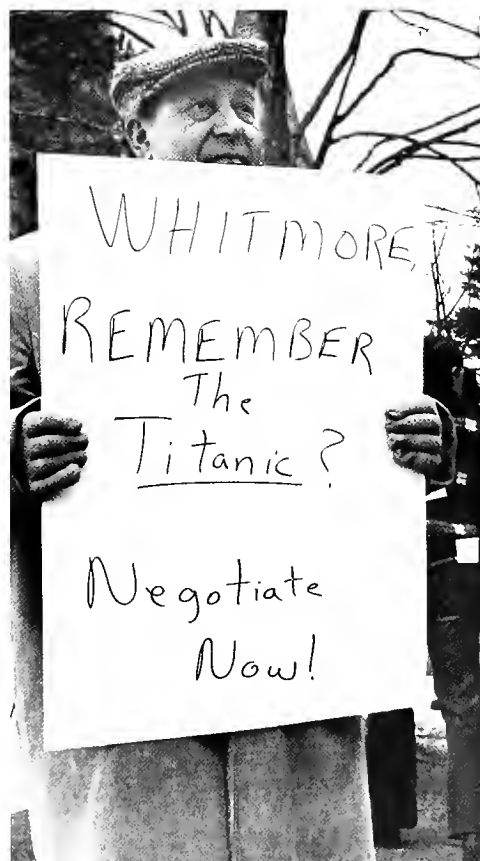
"At no time was the use of phones frowned upon," DeLima stated. "In fact it was sanctioned." DeLima arranged to pay for the calls from his intersession salary as Senate Speaker.

... DeLima... Housing... Profs...



Protests were prevalent on campus this past spring. On the left students are shown prior to their April 8th occupation of Chancellor Bromery's office in Whitmore. In all seventy-five students were involved with the seventeen hour takeover in protest of University housing policies.

One of the other major groups of protesters was the faculty, shown here before their May 3rd picket of Whitmore. The faculty was protesting that they had not yet received the two and a half percent pay increase granted by the state to all state employees. The faculty protests did not end with the march on campus, however, but continued into the month of June, when they did not release student's grades till the administration met their demands.



Lance Didn't Balance

When President Jimmy Carter chose his close friend Bert Lance to act as the Director of the Office of Management and Budget (OMB) in Washington last January, most Americans believed that they had just another "good ole boy" to add to their list of officials with southern accents in the Capital. Well, as it turned out, this "ole boy" wasn't so good and innocent after all. Reports by

the news media and official investigations suggested possible wrong-doings in Lance's freewheeling financial affairs.

The controversy was sparked by the May 23rd issue of *Time* Magazine containing the first public accounting of Lance's debts. More reports followed in the *Washington Post*, *The New York Times*, and *Newsweek* Magazine. The media claimed that Lance was abusing his position as part owner of the National Bank of Georgia (NBG). They ac-

cused him of unethical conduct in obtaining personal loans in his financial interests. These discoveries led to official inquiries by the Senate Governmental Affairs Committee headed by Senator Abraham Ribicoff on July 15. The committee concluded that it was satisfied with Lance's testimony, saying that "he had done nothing improper". A report by the Comptroller of the Currency and Lance's close friend, John G. Hieman, also endorsed Lance,

Turmoil: Bert Lance...



An Act Of Perfidy

On the basis of a near unanimous recommendation of a faculty search committee, I was offered the position of Vice Chancellor for Academic Affairs and Provost in late August of 1976. Although a group of dissident faculty sought to overturn this recommendation the University Board of Trustees approved my appointment, and I assumed my duties on October 15, 1976. Fourteen months later, on January 10, 1978, the Chancellor, for political reasons, asked for my resignation. The following day, when, as a matter of principle, I refused to step aside voluntarily, I was summarily dismissed. This ended the shortest tenure of any academic officer on this or any other campus. For

whatever lessons it holds for the future, it may be useful to examine, in summary form, the web of factors that led to my demise.

I came to the Provost's Office at a time when the University was adrift. Because the political elements in the faculty were in constant internecine warfare with the President's Office over jurisdictional matters, little sustained attention had been given to the task of modernizing the University at a time when societal changes were beginning to have a profound influence on the future of higher education throughout the nation. Few faculty understood that the phenomenal growth in enrollment and University budgets during the 1960s and early 1970s had come to an end, and would not return again during the remainder of this century. Moreover, despite studies by the Carnegie Commission and others, few faculty were prepared to face the reality that permanent secular shifts in the economic system, from a predominately goods producing to a service economy, presented a challenge to the University to meet the emerging societal demand for more specialized career education, particularly at the undergraduate and the Masters levels. While vociferously denying that these changes were inevitable, some faculty failed to recognize the need to revitalize a moribund liberal arts which, through lack of clarity and definition, had not only given up its traditional claims at the center of the educational process, but was increasingly at odds with changing academic values. The faculty also remained blind

to the imaginative ways in which curricular and degree requirements at all levels could be tailored to appeal to the students broad intellectual interests as well as to their quest for specialized career education. Knowledge for its own sake may be an admirable goal, but it is one which few individuals practice exclusively, including those faculty who urged such views on their students.

I accepted the Provost's position with the clear understanding that my primary tasks would be to improve academic organization and management (in a University notorious for poor management), and to provide the administrative leadership necessary to modernize the University and equip it to meet the new societal conditions which would affect its operation for the remainder of this century. The first step was to begin a process of long-range planning which would guide the allocation of fiscal resources in the future, determine the relative importance of academic programs and, in general, provide for the maintenance and enhancement of scholarly excellence despite diminished budgets. My initial analysis of the academic budget led me to the inescapable conclusion that the budget was not rationally distributed among academic programs, that there were no clear empirical guidelines for the allocation of academic resources, and that there was considerable mismanagement of budgets at the School and Department levels. All this was compounded by data management and accounting systems appallingly inad-

even though he had followed "unsafe and unsound financial practices".

This judgment referred to Lance's activities as President of the Calhoun First National Bank (CFNB) from 1972 to 1975 and his other activities up until the time of his nomination for the OMB.

Meanwhile, President Carter was so convinced that the American Public would accept Lance's credibility, that he interrupted a vacation at Camp Da-

vid to fly to Washington to praise Lance at a televised news conference: "Bert, I'm proud of you."

Unfortunately, Carter's standard of ethics for choosing government officials was tainted because new issues surfaced; issues he wouldn't want to claim.

For example, during the time that Lance was President of the Calhoun First National Bank, officers and their families were allowed to overdraw

checking accounts in substantial amounts for considerable periods of time. Lance defended himself with the claim that overdrafts were common among country banks. The Senate Committee and the press did not think so and kept digging, even though White House Press Secretary Jody Powell kept issuing statements in defense of Lance.

The evidence against Lance mounted. The day before he was appointed

... Provost Position ...

equate for a large University.

The maldistribution of the budget, and the lack of allocative standards, meant that some departments had more funds and faculty than they could justify while others had inadequate resources and faculty to meet the student demand for their courses. Student interests had been shamelessly ignored.

While faulty allocative decisions injured largely to the disadvantage of the professional schools, Arts and Sciences departments were also affected. It was my attempt to bring more precision to the allocative process that brought me afoul of a small, but politically active, group of faculty in Arts and Sciences who opposed budget reallocation and long-range planning even if prospective students in other departments were denied access to programs for which they were qualified. This group of approximately 250 faculty, out of a total faculty of 1300, in a mob-like meeting in April of 1977, voted no confidence in my administration and subsequently asked that I be dismissed. While few of the faculty had read the reallocative decisions embodied in my long-range plans, they apparently objected on the grounds that the proposed reallocation of approximately forty positions (out of 1300) would somehow "destroy" the Arts and Sciences at the University. There were also some who objected to the plan because the faculty had not been formally consulted before the plan was implemented. Despite the fact that then President Robert Wood attended the meeting to explain that he had or-

dered the preparation and immediate implementation of the Plan, some faculty felt that I should have ignored his directive. They were also quite willing to overlook the fact that each department had submitted to me a proposed long-range plan for their units which I used in developing the campus long-range plan.

The call for my dismissal by a minority of the Arts and Sciences faculty was quickly taken up by the Secretary of the Faculty Senate and his cohorts. A meeting of the full faculty was called by the Rules Committee of the Senate to consider another resolution of censure which took exception to my long-range plan and falsely accused me of violating governance procedures. This resolution was passed by essentially the same minority that voted in the earlier Arts and Sciences meeting. What was of considerable significance, however, was that this group of faculty had now come to accept the notion that my reallocation of resources to meet changing student needs was necessary, and they passed a companion resolution to that effect. The only difference was that they thought the Faculty Senate should devise the long-range plan rather than the Provost. They completely ignored the fact that, by prior Trustee decision, long-range planning was the primary responsibility of the Administration.

Despite all these efforts by a minority of the faculty to remove me, the Board of Trustees refused, at its June 1977 meeting, to accede to their wishes. However, it was decided to hold the

planning process in abeyance until planning assumptions for all three campuses had been developed by the President's Office, and approved by the Board. These assumptions would form the basis for further review of campus plans with full participation by students, faculty, and administration. Several Board members chastised the faculty for its long standing opposition to the planning process, and the Board generally made it clear that the process would go forward. One Board member also indicated that he had received reports from other faculty that the attacks on me were racially motivated. This is an issue I will return to later.

Despite the fact that I had received virtually no support from the campus Chancellor during my spring travail, I felt the Board of Trustees had given its sanction to the long-range planning process, and that this was a basis for continuing my efforts to modernize the academic sector of the University. Subsequent events were to prove me wrong. A few weeks after the June Board meeting, President Robert Wood resigned, thus altering the political conditions under which I operated. The primary obstacle to the continuation of my efforts was the Chancellor's gradually unfolding decision to be a candidate to succeed Robert Wood as President. Over several months, it became clear that I would not have the Chancellor's support if such support interfered at all with his presidential ambitions. Consequently, my position in the administration continued to deteriorate throughout the fall. The aca-

OMB Director, a criminal case against Lance was dropped by the Attorney General's Office in Atlanta. Lance had failed to file reports with his outside business interests and personal borrowing, as required by statute or regulation. A total of fifty bank loans were not reported.

The constant harassment by the media and the never-ending questions hurled at Lance by government agen-

cies were enough to permanently harm his credibility as OMB Director. The American people were becoming skeptical: perhaps the President was betraying them by trying to protect a man who was not fit to stand up to the ethical standards that he had set up during his campaign speeches.

Carter announced Lance's resignation on September 21st, after three days of defense testimony by Lance be-

fore the Government Affairs Committee. Carter accepted the resignation with the "greatest sense of regret and sorrow". He replaced Lance with James T. McIntyre, also from Georgia. Perhaps the President had learned to distinguish between comradery and credibility.

— Jim Braver

...An Act of Perfidy...

demical Deans, sensing my lack of support from the Chancellor, as well as my dissatisfaction with their overall performance, began to insist that the exercise of the Provost's prerogatives were dependent on their approval. At no time did the Chancellor make it clear to the Deans that I was their superior, not vice versa. Instead, he urged that I reach some kind of accommodation with them despite evidence of gross incompetence. I was, for instance, to ignore budget overruns and the misuse of personnel funds, and permit the Deans responsibilities which my predecessors had always exercised independently. After all, the Chancellor could hardly appeal to the Deans to support his presidential candidacy and, at the same time, permit me to impose acceptable standards of performance.

Matters came to a head in late November when I announced, after a year of study and consultation with appropriate graduate faculty and the Deans, for the reorganization of the Graduate School, which was strikingly similar to one promulgated and approved several years earlier by my predecessor. While I had been directed to put the plan into effect by the Chancellor several months earlier, he agreed to a Faculty Senate resolution to delay implementation even though the Senate, in a long debate, was unable to cite any substantive objection to my proposal. Presumably, it was unworthy because I was its author.

Following the November meeting of the Senate, it was clear that my usefulness as Provost was at an end. In the

ucceeding weeks, I began to reorder my life and prepare for the inevitable resignation. On Christmas Day, the Chancellor came to my home bearing gifts and promising, in a disgraceful act of duplicity, that I had his strong support and this support would be demonstrated in tangible ways after the holidays. A few weeks later I was told by a faculty friend that at almost the very moment he was pledging his support, he was conspiring with the Deans to oust me.

Early in January, the Deans requested that I resign immediately because I would not permit them to dictate budget decisions or approve staff appointments in my office. I, in turn, asked several Deans to resign on the grounds of poor performance. As my subordinates, the Deans had no legal authority to request my resignation. As Provost and acting Chancellor (Dr. Bromery was out of town), even they clearly understood that I had the authority to request theirs.

Upon his return to campus, and without examining my lengthy written case for the removal of the Deans, he dismissed me for my "perceptuous" action against the Deans. However, in my final conference with him, he commented: "Some people say I've supported you too long and it's affecting my presidential chances. So you can understand why I can't work with you any longer." For a man who had never supported the policies he brought me to the University to implement, this was the final act of perfidy. I was clearly the victim of the Chancellor's misguided ambition; an ambition which, as later

events revealed, he was never destined to fulfill.

It is significant that throughout the turmoil that surrounded my incumbency, no successful attacks were made upon the soundness of my policies. Even the Faculty Senate charges of procedural transgressions fell on barren ground. It is clear that the principle objection to me was not simply my race, but my unwillingness to embrace the stereotypes of servility and deference which are still ascribed to my race and which, unfortunately, were the hallmarks of the Chancellor's dealings with the faculty over many years. Some racist faculty were quite open in their views, referring to me as the "Chocolate Mafia" and "nigger". Others were less overt, expressing their more sophisticated racism by seeking to deny me prerogatives freely and openly exercised by my white predecessors. Either way, it is clear that a vocal minority was unwilling to accept the academic leadership of a black Provost who would not blindly follow their self-interested view of the University. The shame of it all is that they persuaded a black Chancellor to become a willing partner in their perfidious designs.

— Professor Paul Puryear

UMies Choices: Things We Have Seen UMies Doing ...

Popping: pop corn ... pot seeds ... pop tarts ... pills ...

Drinking: beer ... wine ... Power Houses ... Kefir ...

Smoking: joints ... butts ... bongs ... menthols ...

Reading: *Collegian* ... *Playboy* ... *Cosmo* ... yearbooks ...

Exercising: jogging ... squash ... minds ... sex ...

Listening: disco ... jazz ... classical ... punk ...

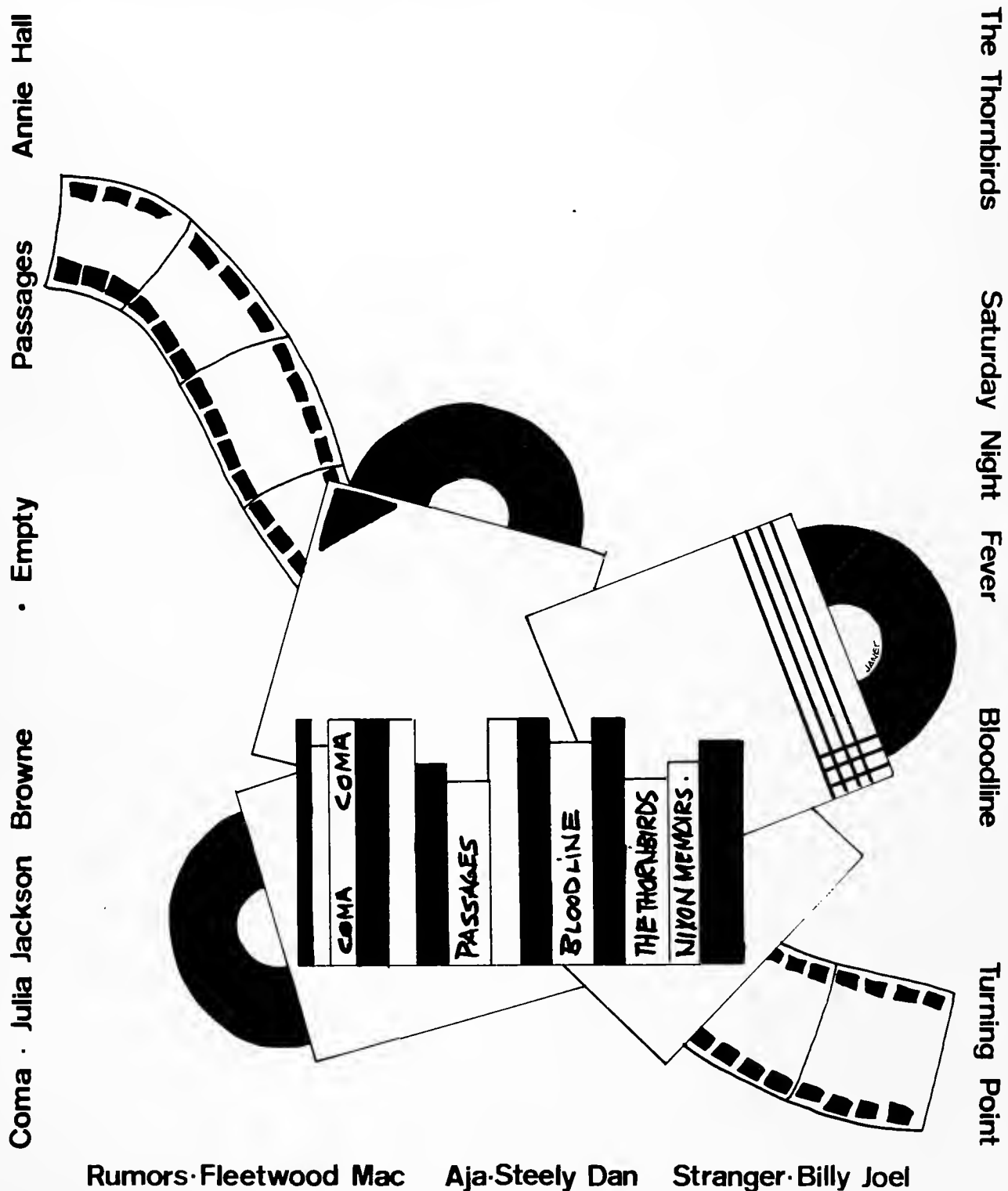
Dancing: disco ... ballet ... modern ... folk ...

Arguing: roommates ... Debate Team ... grades ... Financial Aid ...

Eating: ice cream ... subs ... frogurts ... macaroni 'n cheese ...

Celebrating: keg parties ... Schiltzerama ... Senior Day ... Graduation ...

Leisure Time: Top Ten...



Two major fires occurred on campus this past year. One was in Mary Lyon dormitory in Northeast, and the other in Field dormitory in Orchard Hill. Firefighters battled the blazes which left moderate fire and smoke damage in the rooms and throughout the hallways. Fortunately no one was hurt, and these fires prompted the University to study the hazards of fires on campus.



Improvements: Alarms...

Fires in dormitories and on campuses in general were an issue in 1978, spawned by major blazes in dormitories at Providence College, Syracuse, and Hampshire College.

The Providence fire killed ten women, and four firefighters died in the Syracuse blaze.

Hampshire College suffered a fire that destroyed approximately one-fourth of a dormitory there, but recorded no injuries. Here at the University there were several one-room fires, with no injuries, and a moderate property loss.

The Division of Environmental Health and Safety concluded an eighteen month study of dormitory fire safety, and projected recommendations that the University should adopt to make the structures more fire-safe than they presently are.

This study included an overview of many New England college dormitory complexes, and the securing of services of a number of renowned fire protection engineers for consulting purposes.

Of the recommendations, which included new fire alarm system installations, smoke control and stairway pressurization, corridor and room material combustibility limits, and smoke and sprinkler system additions, one item was instituted immediately.

The first recommendation to install smoke detectors in all student sleeping areas was acted upon, and 7,000 photo-



electric smoke detectors were purchased and installed in the rooms during intersession. The devices were plugged into the electric outlets in each room, and will be permanently wired to the building electric system during the summer.

The smoke detector can sense a fire in its incipient stages and warn occupants of the room minutes before smoke and heat conditions can make the room untenable for human habitation.

The other recommendations sighted by the study are being scrutinized for cost implications and will be budgeted on a long range basis. Already for fiscal year 1979, half a million dollars has been set aside for fire safety improvements in the dormitories.

The University also promoted fire safety by the distribution of literature

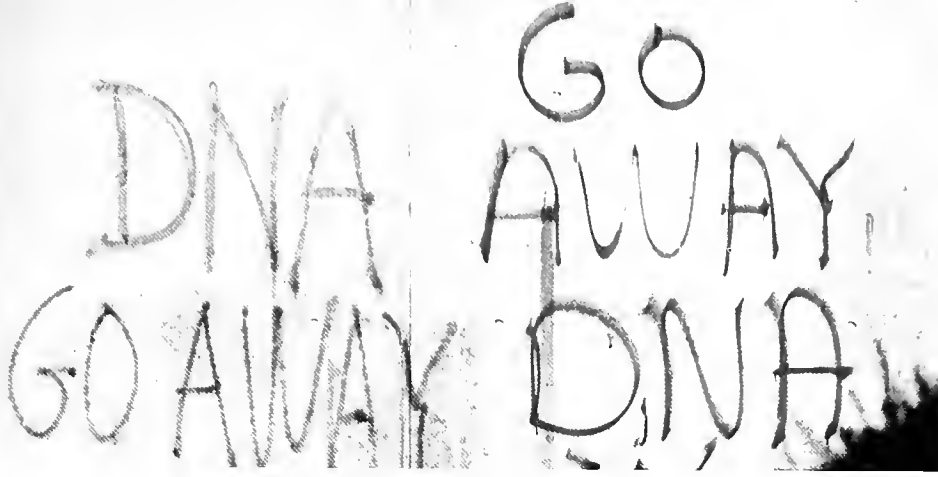
to all students in the form of a pamphlet, and also installed, on the door of each room, instructions for safely evacuating from a fire situation, or to handle being trapped in a fire.

Students were often reminded of fire safety, if not by articles in the *Collegian*, on the various posters on campus, then by participating in the fire drills that have become common occurrences on campus.

Sometimes, the fire alarm horns would sound for neither a drill or a fire, but because some prankster or some alcohol-influenced person decided to turn in a "false alarm." More often than not, these irresponsible people would not be apprehended. But when they were, arraignment in District Court followed, with severe penalties. A fine of seven hundred dollars and probation for one year was not an uncommon sentence, which helped tremendously in reducing false alarms by 40% this year.

The University is hopeful that in the overall learning process each student is exposed to while attending UMass, he or she has also digested information on fire safety and preparedness that can benefit them in years to come, another one of the extras that made their college education a worthwhile experience.

— Keith Hoyle
UMass Fire Marshall



One of the many controversial issues which arose this past year was whether or not DNA research should be conducted here on the UMass campus. Zoology professor Bruce Levin explained, "There is a definite need for more research on whether or not it is possible for recombinant DNA to become a pathogen. This is the kind of risk assessment experiment that should be done."

Enigmas: DNA...Gas...Flu...



The Graduate Research Center here at the University was reopened by Dean Seymour Shapiro of Natural Sciences and Mathematics after extensive environmental testing revealed no evidence of chemical contamination of the center.

Shapiro had ordered all three seventeen-story graduate research towers closed following initial medical tests that showed that twenty-one of twenty-four researchers tested who worked in the center had high levels of the organic solvent *toluene* in their blood. The tests were initiated after some of the researchers complained of fatigue, headaches, and abnormal menstrual cycles.

Subsequent tests by a state laboratory of the same blood and urine samples did not confirm the findings of the first tests, and tests analyzed by two other laboratories of blood and urine samples taken three days after the center was closed showed no evidence of abnormal toluene levels. Nevertheless, the center remained closed while the University Department of Environmental Health and Safety and the State Division of Occupational Hygiene ran extensive tests on water, air, ventilation and drainage systems in the center.

— University News Bureau



While New England's worst snowstorm hit this past February, students battled still another problem. "The Russian Flu", or the "the bug", was the epidemic which afflicted about 4,000 students. As the flu made it's way through campus, the infirmary became crowded with students who sought relief from aching muscles, chills, fever, and vomiting.

The University Health Center suggested this diet: take two aspirin, get plenty of rest, and drink plenty of liquids (including flat soda and boullion).

— June Kokturk



Blizzard '78

The "storm of the century", as it has been affectionately named, is over. However, on subways, at bus stops, during town meetings, anywhere people gather, they will undoubtedly share stories on the devastation of the Great Blizzard of '78.

Weather is a common topic of con-

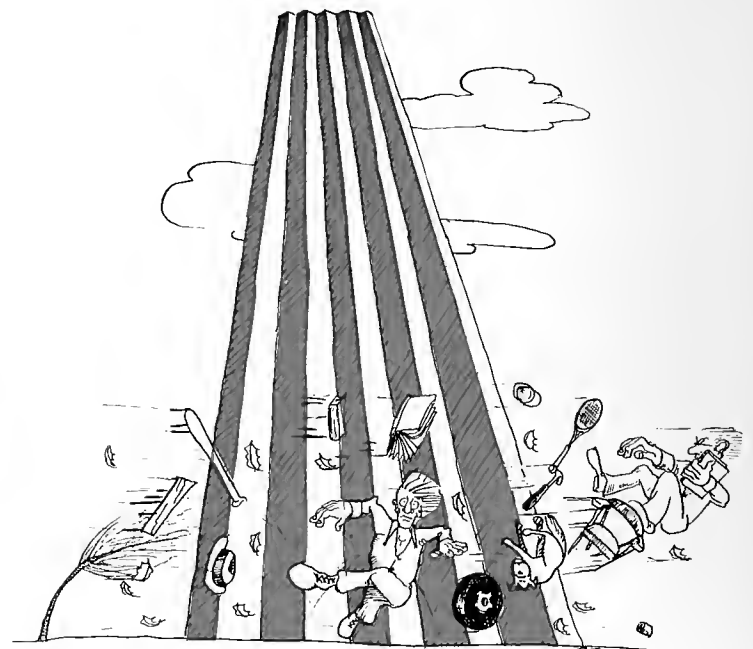
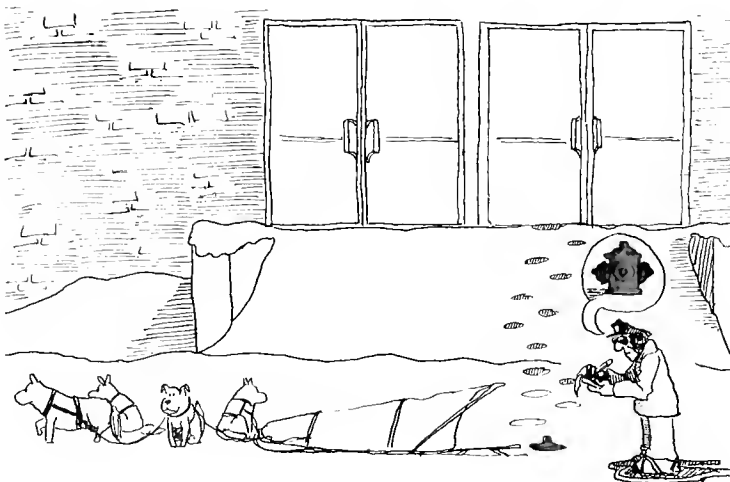
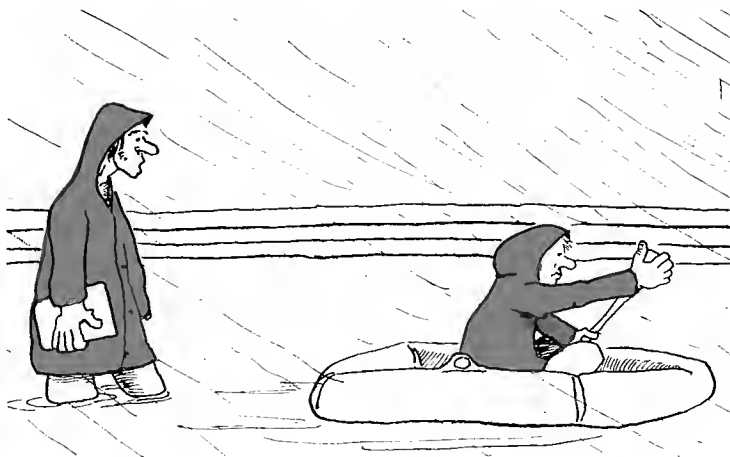
versation here in New England. It's diversity, the difficulty in accurately predicting it, and the intensity of what may finally arrive are factors that plague area residents. This past February a storm with hurricane winds dropped over a ton of snow on the eastern coastline which was still recovering from a lesser horror in January.

The storm intensified for thirty-two

hours and forty minutes and when it was over, fifty-four persons were dead including twenty-nine in Massachusetts. More than 10,000 persons living on the coastline were evacuated from their homes. Some 3,000 cars and 500 trucks were stranded just on an eight-mile stretch of Route 128. A record twenty-seven inches of snow fell and tide levels reached more than sixteen

Weather Report: A Little Bit

Students here at Umass are subjected to many different types of weather during the year. Wind, rain, snow and a occasional sunny day are part of the weather's repertoire here in Amherst. Student artist Bob Burnett gives his comical viewpoint here.



B. BURNETT

B. BURNETT

feet above normal. More than 5,000 members of the Massachusetts National Guards were summoned to aid in the storm's cleanup. As for the cost, an exact figure will never be known. Estimates as to land, residential, and commercial damages reach the one billion dollar mark.

UMass and the western Massachusetts region appeared to endure the

winter storm better than most of New England. Classes for day and evening students were cancelled on Tuesday, February 6th for the first time since spring semester of 1975. The Physical Plant had a large number of assorted plows, tractors, and trucks working to remove snow.

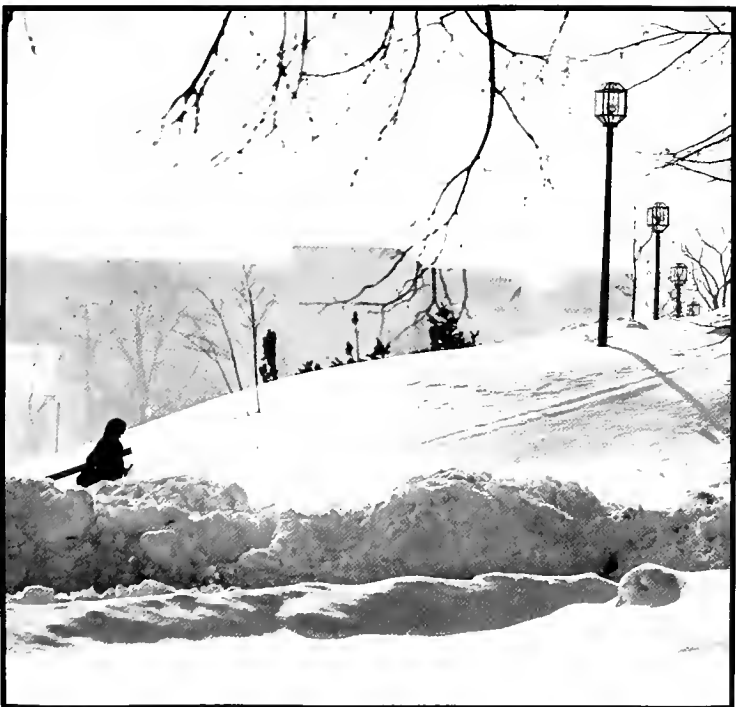
The *Boston Globe* was not delivered during the storm. This marked the first

time in 106 years that the paper was unable to distribute its morning editions.

Local package stores and bars did a fairly good business. Sleigh rides, snow-ball fights, and a wide variety of snow sculptures occupied the free time of students who had the day off.

— Susan Leahy

of Everything...



Women's Week

International Women's Week (March 6-11) was celebrated at UMass this year with a week of activities, ranging from concerts and theatrical presentations to lectures and workshops on a variety of topics related to women's lives.

The celebration officially opened Sunday with a concert featuring singer/cultural worker Holly Near. Before Near came onstage Irene Richard, Stu-

dent Activites Program Advisor and organizer of the week's activities, welcomed the 2000 people present to International Women's Week at UMass. Byrdie Klix, workshop coordinator, gave a brief rundown of the week's activities and UMass student Aundre Clinton read a poem dedicated to her mother.

"You're going to hear a lot of songs about women's lives tonight," said Near after her opening number, "mostly not

the kind you'll hear on AM radio."

For the following two hours, Near and accompanist Judie Thomas guided the audience from smiles to tears and back again with stories of women in many different situations — from those taken away by the Chilean junta to those standing defiantly on the Appalachian soil which the "big machines" of strip-mining threaten to literally pull out from under them.

The concert closed with Near asking

An Enlightening Time For All:

Men's Weekend

Men's Liberation: From Brutal To Gentle Gender Tyranny

This article is a gathering of instances in which men have demonstrated contempt for women. The latest and possibly the most refined version of this contempt is the Men's Liberation Movement.

Men's Liberation is a reaction to feminist dignity and call for justice. This reaction has taken the form of a many tenticled co-optation of feminist consciousness-raising experiences. To expose this political and moral irresponsibility of men is a serious and most fundamental necessity. Such justice must be done with clarity, honesty and truth. What I have written does not have all the whys and hows adequately answered. Rather, I mean these words to simply be an act of refusal to tell lies about men's intentions and purposes.

Any man's intent and purpose is clear: he values his life over woman's, and he works to ensure his ownership and exploitation of women by acting against women's bodies and minds. When a male in this culture ascribes to these ethics and politics, that male is aspiring to be a man. For instance: a male is a man when he dismisses or defends a newspaper's sabotage of feminist journalism (i.e. the *University of Massachusetts Daily Collegian*). A male is a man when, upon request by a companion woman hitch-hiker that he sit next to the male driver, he claims to be oppressed by being stereo-typed as "the protector". And a male is a man when he thinks silently to himself or hisses aloud at a feminist demonstrator, "Dyke — what she needs is a good f---." These are instances of masculinity

and manhood, the intents and purposes of which are to make a male unlike woman, thereby making him a man.

Being a man then is clearly a moral injustice to all women. Being a man then is a crime against all woman. And because no woman, in her heart of hearts, chooses such indignity and abuse I believe that being a man is the rape of women's lives.

To identify with the Men's Liberation Movement a male must cooperate with an unspoken pledge of allegiance. The pledge goes something like this: "Every sane man is accountable to his conscience for his behavior." You can find this statement in *Webster's International Unabridged Dictionary* where it used to explain the word *accountable*. I reject this statement, this allegiance to men, on three counts.

First, for as long as there has been written history, sanity has been defined on men's terms. For example, sanity in this culture is the tacit assumption by the medical health establishment that women's bodies are rightfully laboratories for scientific research and practice. The consequences are appalling.

In 1970, in San Antonio, Texas, Dr. Joseph Goldzieher gave sugar pills and contraceptive foam to 390 Chicano women who believed they were getting birth-control pills. Goldzieher was studying whether women unknowingly taking placebos would have the same side effects as women using oral contraceptives. Four months later ten women became pregnant — unfortunate side effects.

Or consider the fact that punctures and infections from intrauterine devices occur far more frequently than conventional health agencies care to talk about, and that no physician or re-

searcher is certain of the effect on a woman's body of the copper in a Copper-7 IUD.

Consider as well that in a UMass Peer Sex Education course, future student educators are taught the "safety" rates of various contraceptive devices. If, however, a male were to truly consider the consequences of his participation in the act through which human life is created, rather than reducing contraception to a matter of statistical convenience, his erotic attitude towards his lover would change markedly.

But to be a man means to enjoy convenience, liberty, safety and profit at every woman's expense. It is not incidental that these physicians, gynecologists, researchers, marketing administrators and educators are predominantly all men.

Another example of sanity is this culture's complacent and titilated acceptance of pornography. *Hustler* and Hollywood, Madison Avenue and the music industry, all thrust their cameras and microphones into the collective dignity of woman-kind. Woman's bodies are chained, clawed, and tethered in leather on the record jackets of *Atlantic*, *Electra* and *Warner*. "Ironic" and "satirical" movies like *Inserts*, shown this year at UMass, display vivid rapes and batterings without a single coherent repudiation of these crimes. The UMass Peer Sex Education course never once discussed rape, battering, or pornography. Because this terrorism and torture is accepted as normal — thus sane. These photographers, business managers, editors and educators are, in overwhelming majority, men.

Or consider this judicial practice of American cultural sanity. It is generally known that police will not intervene in the battering of a woman by a man if

the audience to join her in harmonizing to the last phrase of "*Nicholia*". The harmony could still be heard as people left the Fine Arts Center.

Monday morning brought the start of the workshops, which were facilitated by area women and visiting lecturers and artists. Various aspects of women's health care, feminist political theory, history and women's culture were explored in the workshops, which were very well run and enthusiastically at-

tended.

On Monday night Wilma Rudolph, the Olympic runner who overcame polio and went on to be the first woman to win three gold medals in one Olympiad, gave the week's keynote address. Rudolph told an audience of 600 that in order to succeed you have to "believe in yourself."

Paula Gold, Massachusetts' Assistant Attorney General for Consumer Affairs, spoke in the S.U.B. Tuesday afternoon.

Addressing the issue of women and their lack of power in this country, Gold urged women to "set goals and keep an eye on what you want. Realize you can't change everyone overnight and concentrate on achieving those goals."

Tuesday night brought a presentation by the Little Flags Theatre, a Boston-based political group, of "*The Furies of Mother Jones*". The show was billed as "a tribute in drama, dance and

Men's Weekend...Women's Week...

this violence takes place within the couple's house or apartment. I know this to be true because I lived upstairs from a woman whose lover brutalized her frequently. I called the Amherst police on two occasions. They made token appearances to admonish what was already finished. The counsel they gave this woman, only after my repeated requests, was a noncommittal and oblique directive to either file a complaint, move out of the apartment, or get rid of the man. This woman was poor. She was severely emaciated from trauma, stress and depression. She was incapable of setting up another household. She spent days and days trying to untangle the callous web of legal discrimination against women of her lot, and ended up resigning her hope for safety to the poker-table negotiations of the male defense and prosecuting attorneys. Her victimization never became a case. Liberty and justice is not for all. The police, judges, attorneys, batterers — the vast majority of all these are men.

And finally, the trend setters of theoretical and applied sanity — our mental health establishment — promotes as well this culture's pact against women. The now classic study by Inge K. Broverman (et. al.) clearly exposes the masculinization of our society's norm for mental health. In this study semantic sex-role questionnaires were distributed to seventy-nine practicing mental health clinicians. These men and women were asked to describe a "mature, healthy, socially competent adult woman", and describe the same for men and adults (in the latter no sex was specified). The results reveal that what these professionals consider healthy for females is unhealthy for males, and likewise what is healthy for males is un-

healthy for females. An adult, however, is most healthy when he or she thinks, feels, and acts most like a man: "Our hypothesis that a double standard of health exists for men and women was thus confirmed: the general standard of health (adult, sex unspecified) is actually applied to men only, while healthy women are perceived as significantly less healthy by adult standards."

The double standard for women which Broverman speaks of is accompanied by a vicious double-bind. If a woman refuses to participate in the cultural asylum determined for her — if she refuses to recline, to be naive and quiet, to be ever patient, supportive and supine — then she will endure lurid ridicule, she will meet threats of rape, she will be raped and beaten, she may even get locked up and have a piece of her brain cut away. Because a woman is not a man — the Slave is not the Master. For men there is no double-bind. Their standard is quite straight-forward. Men are the masters of this culture. Men are the master arbiters of sanity.

I think that by way of what I have explained so far it is clear that what men consider sane is basically a loathing of womankind. Which brings me to the second point of rejection: that men's behavior is purposefully and intentionally meant to engineer this anti-woman sanity. The common refrain of all the examples above is that every man, in every instance, basically hates every woman. Because being a man means, in every instance, not being a woman. Because in order not to be a woman a man must, in every instance, demonstrate his actual or potential control of women. Only by such acts will other men know to what extent he is worthy of being called a man. This

worth, a man's self-worth, is his conscience.

With this the third and last point of rejection. The content of a man's conscience is what he thinks, feels, and acts. The content of a man's conscience takes shape, gains form, by his fraternity with men. The form of a man's conscience is the principle that men do not pat each other on the back for being men — they pat each other on the back for not being a woman. Whether this back-patting is an act of warning, congratulations, reassurance, or appeasement, the principle motivations are anti-woman thoughts and feelings. This is the form and content of every man's conscience to which every man chooses to be accountable.

A man is accountable to his conscience because that is the only way he knows, in private, that he's a success at being a man. A man is also accountable to other men because this is the way in which he can enjoy his birth-right privileges and prestige. A man is additionally accountable to other men because this is the way men best rule women's lives. Such tyranny of woman-kind is of course necessary, because it ensures that women will be available to be hated, owned and exploited, to be the means by which any man, in private or in public, can exercise the form and content of his conscience.

"Every sane man is accountable to his conscience for his behavior." This conscience, this accountability, this allegiance to men, is clearly insane. Is it really any wonder that men strategize so keenly to avoid being accountable to women — the victims of their consciences? Is it really any surprise that men's latest strategy is the Men's Liberation Movement?

What I have explained above is not

song to the working people of this land." It depicted the lives and struggles of miners and their families in the Appalachian coal fields.

Nora Ephron, journalist and *Esquire* Magazine senior editor, spoke Wednesday night in a lecture sponsored by the Distinguished Visitors Program. Ephron, concerned with the "slump" she felt the Women's Movement is in, told women to "take themselves seriously. Stop blaming, stop

whining and get on with it.

"I think women have to be forced to define themselves," said Ephron, "or they'll make the sad mistake of finding their identities through the men they marry."

Thursday evening featured a demonstration by the Northampton Women's Karate School and a performance by the Big Mama Poetry Troupe, a touring theatrical group based in Ohio.

A program entitled "Women Under

Aparthied" highlighted Friday's activities. The program included a lecture by Nana Shesheba, poetry by Zoe Best, dance by Terry Jenoure and Patty O'Neill and music by Vea Williams and Welcome.

The final day of activities was devoted solely to the arts. In the afternoon a "bring your own poetry" reading was held, followed by a reading featuring five area women poets.

Saturday night, the Fine Arts Center

...Men's Weekend...Women's Week.

theory. It is the observable reality of what men do and say amongst men, what men do and say against women. Here are some examples from the UMass men's centers and the men's conference "Men Supporting Men" held April 9, 1978 at this University.

Sam Julty is the author of the book *Male Sexual Performance*. He lectures around the United States on Men's Issues and the Men's Movement. He was the keynote speaker for this spring's second annual men's conference. This is what he said in an interview during that conference: "I went through a crisis with my sexuality — not a homosexual thing — and was beginning to become active in the men's movement" (Daily Hampshire Gazette, April 12, 1978, "Men's Lib."). The message here is not idiosyncratic to Sam Julty. A male staffperson at the Southwest's Men's Center said in another interview, "We've got a P. R. problem. We keep having to assure men that this center is not run by 'a bunch of faggots'," (*Valley Advocate*, October 9, 1977, "Men's Groups Trying to Unlearn the Lesson"). This same man said again in yet another interview, "Most men when they hear of it (the men's center) resist. Their first thought of anybody who questions the male role is that the person is gay. That's not true, but we just pass it off" (*Hampshire Life*, April 8, 1978, "Men").

Men call these fears homophobia. Feminists know these fears to be woman-hate, circumscribed by violence. The message is distinct. The challenge of the Men's Liberation Movement is to prove that participating men are really just one of the guys. Because being one of the guys means not in any way to be effeminized, not in any way to be like woman.

In the closets of their minds men are

well aware that they are expected to, and do, willingly avenge any acts slanderous to manhood. This principle begins with the uncontrolled rage went upon mother and her male child. Mother gets a beating from Father, in front of the child or behind closed doors, for either stepping out of line as a woman or for not appropriately masculinizing father's little son. The male child gets a beating because he acts like mother or like little girls. All in all, the bludgeoning tyrades of Father echo with a familiar scream — hate of woman. Mothers endure this hate, learning to be subservient in order to be safe, to survive, to be good wives and responsible parents. Little boys brave the trauma, soon learning the acts that keep Father's vengeance at bay. These acts make little boys into men.

And men keep on beating on each other, to remind themselves that they are not in any way like woman. This is called competition. Men in the movement don't like this stress and strain: "Look at all the men that are having heart attacks and ulcers because they can't show their emotions. It drives them to an early grave," (*Daily Hampshire Gazette*, idem). Men in the movement say they would rather be gentle with each other — would rather not be victims of their "alienating" socialization. The truth, however, behind this dissatisfaction with competition is that ulcers, heart attacks, and a shorter lifespan deplete men's resources for their conquest of women. Only by violence against women can men moderate violations amongst themselves.

As well, men's competition is incompatible with their utilitarian need to co-opt feminist's hard-won battles, to bridle women's autonomy and independence. One option by which a man

can adjust to a woman-identified-woman is to become a liberated man. In this way a man ensures that his conscience will still function true to form. This is what it means to be gentle and yet still be one of the guys.

Violence is necessary for males to live as men. Adherents to conventional manhood fear men who advocate the liberated masculinity. Because these men go around hugging each other and talking about the perplexities of their penises. They talk about nurturance and emotions and they cry. They can't be men, these pussy-whipped sissies, these faggots. For they are, to each other, non-violent.

Men in the movement feel their dignities are violated when they hear themselves referred to as faggots, because these men en route to liberation fear gay men. Because to lie with a man as with a woman is to commit the ultimate sin — to not be a man (Leviticus, 18:22 — Christian Bible). After all, in a man's conscience *women* are to be f-----, literally and figuratively, not other men.

This leaves a real dilemma for gay men. Because gay men want a piece of the pie too; they want access to the privileges and power accrued to straight men. The movie entitled *Word Is Out*, shown at the men's conference, is a documentary which accurately unveils the systematic brutality waged against homosexual women and men. But did this film, did any of the gay workshops, deal with how gay men act-out their hate of women? There is indeed such hate amongst gay males who identify as men. I just recently walked down Christopher Street in New York City (the evening prior to N.Y.C.'s Gay Pride Week) and was mauled by the hundreds of eyes stalking the meat

rang to the rich, full sound of Bernice Reagon and *Sweet Honey In The Rock*. *Sweet Honey* is a group of four women who research, collect, write and perform music about the experience of being Black in America. Their repertoire spans prison songs of the rural South, Gospel, blues and Black women's love songs.

Other highlights of the week included exhibits of women's art, a disco for women and a Hillel brunch featuring

speakers on "Women In Jewish Life."

Free child care was provided for the entire week, and an attempt was made to make all activities accessible to the handicapped. Most major events were interpreted for the deaf by students of sign language working for the office of Handicapped Student Affairs.

An estimated 5000 people participated in the week's events. Although many people came up with constructive criticisms and suggestions for next

year's Women's Week celebration, the general feeling was one of genuine pleasure at the opportunity to explore some of the many new topics opened up to women by the feminist movement.

— Julie Melrose

Men's Weekend ... Women's Week

market for a love-less suck. I saw in the gay bookstores the plethora of S & M magazines with fist f---, torture racks, chains and whips. No. I didn't feel bad that I love a male, because I could quickly see what our relationship wasn't. But I did feel sick and repulsed at what this violence means for women. Again, men were seeking to be men, demonstrating their savage disdain for women by acting out the holocaust of heterosexuality: Master and Slave, Powerful and Powerless, Sadist and Masochist, Butch and Femme.

It does not matter so much that conventional men fear liberated men, and that liberated men fear gay men. What matters more is that wherever there are men — conventional, liberated, or gay — women will suffer, violently.

There is so much more to be said. But I must end here by drawing a vital conclusion and suggesting some practical means by which a man might begin to do justice.

Men in support groups, 'the heart of the movement', talk a lot about creating intimacy and trust between men, talk a lot about mythical standards they've had to live up to, talk a lot about how difficult it is to be a man. Because these men would like to think that what women experienced in feminist consciousness-raising groups is what men will experience also. Because these men choose to distort and trivialize the drastic difference between the daily life of any woman and the daily life of any man.

Men do not talk about what they do and say against women. Because to begin to talk about their silence or the voice of their deeds would be to risk exposing their consciences. For at this time in history men's consciences are ruthlessly pitted against the minds and

bodies of women. Men do want to be accountable to women for either their brutal or gentle gender tyranny.

Men escape gender justice by sainting themselves with the false integrity of self-liberation. Such treachery is what motivated the words of a fellow Southwest Men's Center staffperson preparing for a *Men and Rape* workshop which he was about to co-facilitate: "Look, if those women get really stormed up then I'll either just leave or stay and stick it out. I mean it's the end of the semester, you know; it's the last thing I've got to do and then I can just go home." Only a man could walk away like this, because only men have liberty from the constant threat of rape.

Men escape gender justice with "... the notion that only a small sub-group of men really have control ..." (*Valley Advocate*). No. Every man has control because, by definition, he charts the course of his life by the map of masculinity. The terrain on this map is measured by the success of his allegiance to other men, and by the prowess and visibility of his genital conquest of a woman. Any male, in this culture, who in any way prides himself on being a man chooses, condones, and continues the plunder of women's lives. Any male's denial of this fact is a lie. Such a lie makes him a man.

But men can choose to tell the truth. Any man can choose to un-become a man. Men, men's centers, and men's gay alliances could begin to be justly accountable with the conscience in the following three ways.

First, a man could begin to really listen to women. By hearing women's voice and anger a man might begin to understand that women are authentic human beings, that *they* (not men) are the authorities on what it means to be a

woman, and that they must and should be authors — on their own terms — of their own lives and of this culture.

Second, a man could begin to read feminist literature, to do his homework, so as to absorb the reality of women's daily lives. You don't do this for a week or a month or so. Such a commitment would mean embarking on a complete revolution in one's education, a revolution that means the substance of one's every breath and the duration of one's lifetime.

Third would be this man's conviction to practice what he is learning to be truth. I think John Stoltenberg said it best in his essay *Toward Gender Justice*: "... I imagine that a genital male could begin to live as a conscientious objector to all the scenarios of male bonding — to refuse to cooperate with all the patterns of expectation that, whenever two males meet, they are to respect one another's masculinity and condone one another's power over women. What is necessary is for genital males to betray the presumptions of their own gender class — conspicuously, tactically, and uncompromisingly. The alternative, as I see it, is to betray every woman who has ever said she is not free" (*For Men Against Sexism*).

I believe that on these terms a male might do justice, might un-become a man. I believe that on these terms justice might mean: that the woman to whom a man is son, the woman to whom he is brother, the woman to whom he is husband, the woman to whom he is father, the woman to whom he is friend or acquaintance or even unknown, that they might know from him a word, an act, that finally could be said to be Right.

— Scott Douglas Weston

The Mideast Conflict

For four years since the Yom Kippur war of 1973 a comprehensive settlement between the Arab world and Israel had seemed conditional upon a Geneva peace conference co-sponsored by the U.S. and the U.S.S.R., and this supposition was confirmed in a joint U.S.-Soviet declaration of Octo-

ber 1, 1977.

On November 9, however, Egypt's President Sadat declared after visiting Saudi Arabia that he was ready to go to the Israeli parliament itself to discuss peace; Israel's Prime Minister Begin formally invited him to Jerusalem; and his visit in mid-November, after thirty years of non-communication, coincided with the Muslim festival that

commemorates Abraham's sacrifice of a ram (traditionally, on the site later occupied by the Jerusalem temple) in place of his son Issac. Sadat's opening speech, broadcast all over the world, eloquently invoked the universality of Abraham as "the father of us all" — Jew, Christian, and Muslim alike.

This historic meeting was publicly welcomed by no spokesperson of any

Strife: Occupations...



A Fortnight Of Discord

The women's department of the *Massachusetts Daily Collegian* had a rather spectacular emergence in the spring of 1978. The position of women's editor was created by the *Collegian* staff in December of 1977, replacing the women's coordinator position. Julie Melrose, elected as the first full-term women's editor, campaigned with the intention of making women's news an integral part of the newspaper.

As she, and other members of the women's department discovered, the *Collegian* news department was not particularly sensitive to women's news in terms of editing and placement. The women's editor, although a voting member of the Board of Editors, could not edit her own staff stories, nor did she have a voice in where those stories appeared.

On March 9, 1978, the women's editor and assistant women's editor sent a memo to the *Collegian* Managing Editor requesting editorial control of stories generated by the women's department and that women's news assume appropriate priority in space budgeting of the paper. This and ensuing requests for departmental autonomy were ignored by the *Collegian* Board of Editors. The women's editor then asked for support from other campus organizations which were sensitive to discriminatory practices. The Everywoman's Center helped coordinate this show of support and on April 12th, eighty women representing sixteen campus organizations attended a *Collegian* board meeting, demanding that the board meet the requests of the women's department staff.

After four negative votes, the Board of Editors, under the pressure of a Stu-

dent Senate vote supporting the women's news department and an occupation of the *Collegian* newsroom by the eighty women, voted in favor of the women's news proposal. The proposal included total editorial control over four ad-free pages per week in the *Collegian* and space for women's news on days which women's pages did not appear. Bill Sundstrom, *Collegian* Editor-in-Chief, signed the agreement for the Board.

A week later, on April 20th, the *Collegian* staff overturned the Board's decision by a vote of 98-28. Over one hundred concerned women and men attended this staff meeting to support the women's department. These supporters left the meeting after the vote and broke off into small groups to decide that night a boycott of the *Collegian* would be organized for the following week and picket lines would be

major Arab state, and condemned by the more extreme governments including that of Syria. The high hopes that it engendered in the larger world were gradually dispelled: Sadat had made peace conditional on Israel's withdrawal to her narrow borders before the 1967 war and on Palestinian self-determination on the "West Bank" of the River Jordan; Begin, on the other

hand, persisted in a biblical chauvinism in which that region despite its overwhelming Arab majority, was called "Judea" and "Samaria", and his government continued to uphold the right of Israelis to establish new civilian settlements on sites of biblical (or strategic?) significance on the West Bank and even in eastern Sinai which had been internationally recognized as Egyptian until

the 1967 war.

In an increasingly frigid atmosphere Egyptian-Israeli staff talks in Jerusalem and Cairo ground to a halt; the presence of a State Department mediator did not provide the necessary lubrication; and visits of the two national leaders to President Carter in early February 1978 and March 21-23 respectively failed to create new initiatives. Begin,

...Mideast Bartering...



set up.

The picket line formed around the following Monday's *Collegian* prevented many people from reading the newspaper that day. *Collegian* editors were forced to hand out papers individually in front of the Student Union. This tactic was decidedly effective but it also isolated many members of the campus community. The picketers changed tactics the next day and for the rest of the week becoming less hostile to readers of the *Collegian*.

Five women representing the women's community entered negotiations with the *Collegian* seeking a solution to the women's news problem. The newspaper's compromise proposal was not accepted by a majority of the women's news supporters. On Monday, May 1, fifty women barricaded themselves in the *Collegian* office complex in the Campus Center to protest what they

referred to as the "stalling tactics" of negotiations.

The boycott and pickets continued for eleven days, as did the occupation of the newspaper office. The occupation displaced not only the *Collegian* but also the staffs of the *Index*, *Spectrum*, *Stostag*, and the Sports Coop.

During the occupation, the *Collegian* continued to publish a daily newspaper. The paper was greatly reduced in size due to the loss of advertising records. Nightly production occurred in various staff members apartments until the paper established temporary offices in Goodell Hall.

Inside the occupied offices, the women set up a phone network to contact supporters. They received messages of support from feminists Betty Freidan, Mary Daly, and also Representative Elaine Noble, D-Cambridge. The occupation became a me-

dia event when Andrea Dworkin and Robin Morgan, both nationally known radical feminists, appeared at a rally on May 8th to support the occupiers.

The media also covered the activities in the *Collegian* office complex. Julie Melrose granted an interview to the *Greenfield Recorder* in which she described the community within the office as communal — "surviving under these conditions, our traditional female socialization in terms of nest-building and cooperation has worked to our advantage."

This women's community remained in the newspaper offices until renewed negotiations offered a compromise. The women's community and the *Collegian* agreed to participate in a fact-finding commission on women's news in the paper over the summer. The women's community left the *Collegian* offices on May 12th.

— Candy Carlin

despite his country's financial and military dependence on the U.S. and growing dissent within his own people, was particularly immovable.

Meanwhile on March 11, the Palestine terrorists, who had already murdered a top-level Egyptian envoy to a conference in Cyprus, had launched from their sanctuary in Lebanon a commando raid on the Israeli coastal high-

way, killing thirty-five Israeli civilians. Israel responded by launching a broad-front military advance in southern Lebanon against strong Palestinian resistance, inflicting many casualties. The UN Security Council, on a strong U.S. initiative, called on Israel to withdraw to the international frontier and ordered a UN force into the occupied area. At the time of writing, Israel was

insisting on guarantees against renewed Palestinian infiltration (which it was unclear that the UN force could provide) before completing her partial withdrawal.

During the 1977-1978 winter the massive Soviet supply of strategic arms to the Ethiopian communist regime, hard-pressed by Eritrean and Somali revolt against Ethiopian imperialism, and

...Campus Cross Burnings...

Racial Awareness

Throughout 1977-1978, many incidents of blatant racism occurred on the UMass campus, on other surrounding campuses, and in the nation. Students, faculty, and administrators witnessed a countless number of racist actions/behaviors: Klan-like cross burnings, at UMass and Hampshire College, Third World students called stereotypic derogatory names, demeaning racial and anti-Semitic statements written on walls in dorms, classrooms, hallways, bathrooms, etc., whites ridiculing black music, black art, black dance, etc., white students running on the Third World senatorial ballot, racial incidents carefully avoided or dismissed as pranks or the work of a few drunks by campus administrators, and bitter resentment voiced by whites about the so-called privileges and special admissions accorded to the Third World students could be heard most anywhere on campus.

Since the early 70s, the University has committed both personnel and resources to counteract and possibly eliminate the many manifestations of individual as well as institutional racism. Anti-racist educational programs have continued to exist in the residential areas, but, have experienced severe cutbacks in funding. Most programs are presently in jeopardy of being phased out as limited funds and the institution's commitment to combat racism continues to decrease.

In the Northeast/Sylvan Area, a three

credit course on *White Racism and Cultural Awareness* along with colloquia and workshops were designed to increase student awareness of the battles and struggles which were being waged to eliminate white racism from Amherst to South Africa. Efforts on the part of the staff — racial awareness training specialist, resident assistants, heads of residence — have included the dissemination of information about cultural and racial differences and the operational existence of racism. Also, efforts included ways to help individuals to look at themselves in their relation with others to glimpse the complex emotional chain reaction represented by their racial attitudes.

Many whites prefer to believe that racism is no longer a major problem on this campus nor within society. They do not know enough about the sources or effects of their behavior — or that of an institution's — to realize how it damages someone of another race. Nor are whites aware that they, too, are victims of racism. White self-concepts are based on fallacies which contribute to a distorted (white) picture of the world. Racism reflects all the inadequacies of a poor self-concept.

Few white people participate in anti-racist programs or course offerings; however, the need for such offerings continues to increase as incidents occur. Some of these incidents were of shocking and alarming nature. In early October, a cross burning incident took place outside the Blue Wall during the late evening when many Third World

students were present at a disco. The week prior to the Blue Wall incident, outside Merrill House at Hampshire College, a similar Klan-like cross burning occurred as a Third World party was in progress. There was little action taken on the part of the UMass community to deal with the blatant and despicable act of racist violence as administrators dismissed the actions as "pranks" or the "work of a few drunks."

There were many other racial incidents which resulted in much controversy within the — UMass community in 1977-1978. One of them was the election of three non-Third World students on the Third World ballot. These white students had run on the Third World ballot rather from their own dormitory or commuter constituency. Although two of the three people resigned immediately, heated debate ensued for over a month when the third white person refused to resign his seat on the grounds that the Senate constitution had no specific definition of Third World. As a result of his action, many Student Senate sessions were spent trying to define Third World. On the same November night the Student Senate Judiciary ruled that the definition submitted by the Third World caucus (which specified Asian, African, Latin, and Native Americans as those students who may vote in Third World elections and hold Senate seats) was unconstitutional, the white person resigned his seat.

During the spring semester, another long drawn out controversy occurred

the build-up of some 17,000 Cuban mercenaries of the U.S.S.R. in this theatre, caused the conservative Saudi and Iranian governments to express alarm at the Soviet presence in this Red Sea/Indian Ocean area and the lack of a positive U.S. response. The Saudis continued to exercise a moderating influence on OPEC petroleum prices, but the possibility of a repealed petroleum em-

bargo in a new Arab-Israeli crisis remained. Farther north, the continuing deadlock in Turkish-Greek relations over Cyprus and over the definition of territorial waters in the Aegean still threatened the stability of this eastern wing of the NATO alliance, and specifically impeded U.S. electronic surveillance of Soviet activities from installations on Turkish soil.

So although the face-to-face meetings of Israelis and Egyptians were a gain for common sense in an international climate that had so little of it, the further outlook remained SNAFU.

— Professor George Kirk

... Conflicts Continue ...

when funding a Black American Music Festival would ultimately result in the only "Spring Concert." Many white students expressed their resentment and concern that an all Black American music festival would not be responsive to their needs nor that it responded to the majority of student population. Many articles (for and against) the Duke Ellington Spring Music Festival appeared daily in the *Collegian*. Many conversations were heard expressing white culturebound attitudes which demeaned both black music and performers. The controversy over the music festival was but another blatant example of cultural racism.

As much as the efforts to make International Women's Week meaningful to all women, it reflected tinges of racism. Most of the Third World women's workshops were the last to be organized and therefore, were not confirmed in time to be included in the Women's Week brochure nor given room assignments in the Campus Center — where nearly all the other workshops were held and childcare provided. Although these consequences were unintentional, they were the product of a (white) culture that tends to perpetuate the invisibility of Third World women rather consistently. As in this case, racism is often times a matter of result rather than intention.

Numerous people within the campus community worked diligently to address these issues in courses, workshops, and informal discussions. Their efforts were not limited to campus is-

sues but also to publicizing both national and international occurrences of racism.

Many demonstrations, debates and workshops were organized to discuss and protest Prime Minister Vorster's blatantly racist regime in South Africa. Repressive government and police actions were responsible for the September 12th death of black nationalist leader Steven Biko and the October 19th crackdown on dissent which resulted in the shut down of three black publications, killing hundreds, imprisoning hundreds which included forty-seven black activists and nearly 200 children and disbanding eighteen black groups. Many petitions and letters were gathered and sent to President Carter calling for a U.S. economic embargo of South Africa.

In South Africa, the doctrine of apartheid or racial separation, is the official philosophy of the state, and is enforced upon everyone. Under apartheid over 18 million blacks have no political or economic rights but whose slave labor produces the nation's wealth; where eighty percent of the black majority lives below poverty level; where 450 U.S. corporations have provided crucial support to the white racist regime with the investment of 1.6 billion dollars. Trustees at UMass voted in October to divest all University stock in companies in South Africa. Hampshire and Smith Colleges also divested much of their stocks. However Amherst College Trustees refused to divest \$20 million

worth of stock in U.S. corporations with operations in South Africa.

Many campus debates and demonstrations were also held in protest against the Supreme Court possibly ruling in favor of Bakke which would endanger the little progress that has occurred in equalizing opportunities in higher education. Other concerns addressed were protesting the rise in neo-Nazi activities and the planned march in Skokie, Illinois; the recent upsurge of the Ku Klux Klan across the country; sterilization of Third World women in the U.S. and Puerto Rico; and protests which supported the liberation struggle for the independence of Puerto Rico.

At UMass and throughout the nation, much hard work has been put into eliminating racism; however, it has not been able to stop racism altogether. Throughout the nation, affirmative action programs at institutions of higher education are on the decline. There continues to be less concern and commitment to bring about economic, educational, and social parity for all people within the United States. At UMass, all people, especially whites, must become more conscious of the widespread existence of racism in all its forms, and the immense costs it imposes on the entire society. Much more responsibility needs to be taken, again by whites, to help bring about the elimination of racism and create a more enhancing, just society for all people.

— Sally Jean Majewski

Toward Tomorrow

The third annual *Toward Tomorrow Fair* was held June 16-18 here at UMass. Sponsored by the Summer Session Office, the fair featured over 400 exhibits and presentations, and more than thirty nationally recognized speakers who displayed and discussed alternative technologies and social options for the present and the future.

Toward Tomorrow '78 focused on al-

ternative energy and shelter with solar energy systems, wind generators, wood stoves, and eight dome-shaped structures, which comprised a large segment of the outdoor exhibits. There were also demonstrations in home construction for the do-it-yourselfers.

Exhibits and presentations in New England agriculture, fish-farming, land use, education, health, food and nutrition, and conservation rounded out the fair's emphasis on alternative ap-

proaches to lifestyles and living.

The keynote address, entitled "Making Solar Energy Work", was delivered by Barry Commoner, environmentalist, biologist, and author of several books including *The Closing Circle*. Buckminster Fuller, designer, architect, humanitarian, and author of over thirty-five books, including his most recent, *Synergetics*, spoke both at the fair and during the *World Game Workshops* which continued for four days after the fair.

Education: Conferences...

Because of the advancements in medicine, older Americans are around in greater numbers than before. Not long ago these people were part of the family's environment; they participated at every level of family interaction. In the last few decades, however, society has changed rapidly. People have moved to the city, to apartments and smaller houses. Young people became more involved in careers, in institutions outside the family, focusing intensely on the future lest the rapidity of change pass them by.

As a result of this process, youth-oriented America lost sight of the past and its symbols: the old people in our midst. They have virtually become a lost continent amid an entire culture incapable of appreciating the vast amount they have to offer.

This may be our society's greatest tragedy. For while society loses out on all of the benefits older people have to offer, many older people retire and waste away physically and emotionally because of their inactivity and degraded self-image.

When I was working for the Belchertown Council on Aging, I observed this needless waste of energy and creativity, and knew what feeling helpless was all about. Then an idea occurred to me: why not have a school where all the instructors are senior citizens? It took about a minute to sink in; then the idea became as natural and practical as a hawk using its wings to soar.

School For All Seasons became a reality shortly after, with its first class held



in the Belchertown Junior-Senior High School. The first course to be offered was a bee-keeping class instructed by seventy-nine year old beekeeper, Neil Cochran. For all the pupils cared, Neil could have been twenty-nine. As a result of Neil's course, every pupil went out and bought bee-keeping equipment.

Soon the community will have the opportunity to benefit from the experience and wisdom of its older members. *School For All Seasons* will be running such courses as bee-keeping, banjo, photography, art, mandolin, guitar, and a course in how to cope with loss, entitled "Loss Does Not Mean Losing." We may have a course entitled "Inside the C.I.A." taught by a retired C.I.A. agent.

Possible credit courses include Shakespeare, Dante, Chaucer, Logic, Experiments in Creative Writing, Your Small Vegetable Garden, a geology course entitled "Knowing Your Connecticut Valley", History of Music

Style, Community Ecological Problems, Plain Surveying, Food Science and Nutrition, and a graduate psychology course. Many *School For All Seasons* professors are retired department heads or deans from the five college area.

Besides courses, *School For All Seasons* has some other projects planned, or in the works. A *School For All Seasons Theatre Workshop* is underway, run by Ricky Mazer of Amherst. Other upcoming projects include a film festival stressing intergenerational themes, and an encounter group specifically fitted to the needs of older people. Saul Rotman, the psychologist who will run the group, is himself an older individual. The film festival will probably be held in the fall of 1978 at the Pleasant Street Cinema in Northampton.

The stigmas of old age are on a seesaw with the stereotypes of old age. These stereotypes influence what society thinks about older people and perhaps, more importantly, what older people think of themselves. The greatest danger occurs when older people begin to believe that there is some sort of secret justice in making them society's expendable elements.

When planned obsolescence crosses over the line from light bulbs and spark plugs — to human beings — perhaps the time has come for younger people to get of their ages and rally to support the people they will someday become.

— Doug Warner

World Game was based on Fuller's belief that there are enough resources to satisfy 100% of humanities needs, and focused on energy and shelter, exploring strategies for meeting world-wide demands.

Other speakers included: Hazel Henderson, Co-Director of the Princeton Center for Alternative Futures; Nicholas Johnson, former Federal Communications Commissioner; Evelyn Murphy, Executive Secretary of Environmental

Affairs for the Commonwealth of Massachusetts; Stewart Udall, former Secretary of the Interior; and representatives from the Department of Energy, the Farmers Home Administration, and over twenty-five other private and public agencies.

Pete Seeger opened the fair with a benefit concert for *Toward Tomorrow*. More than twenty-five different musicians performed throughout the weekend on the outdoor stage.

Children's activities included spinning and weaving demonstrations, ice-cream making, a presentation by the Poor House Puppets Theatre, paper recycling, and much more.

Although attendance figures were down from 25,000 last year to 18,000 this year, everyone who attended felt that they learned a lot about what they may be able to expect in the future.

— University News Bureau

... Alternatives...Future Views...

Carter's Conference

President Carter's opposition to the tuition tax credit bill for college was the major part of a White House briefing for college editors and news directors in March of 1978. It was the first time a President had ever called a news conference solely for college journalists.

The tuition tax credit bill, devised by the House Ways and Means Committee, is "ill advised and not well focused," the President said, while he maintained his proposal to increase aid to college students that will "help those families most in need."

The Carter proposal, which he said would affect students more than the tuition tax credit and be "less than half the cost," would increase aid to college students by 1.46 billion dollars.

Three focuses of the Carter plan are direct grants to students from middle income families, the authorization of increased loans to students, and the expansion of work study programs on the nation's campuses.

The House bill, termed a "boon to affluent families" by the President, would provide tax credits of twenty-five percent of the cost of college or other post-secondary tuition, up to a maximum credit of \$250 a year.

Journalists at the conference also quizzed Carter on the nation's economy, amnesty, the Equal Rights Amend-

ment, his participation in fund-raising events for political candidates, and speculation that he is a "one-term president".

The news conference was preceded by a briefing by Carter's top advisors in foreign and domestic affairs and the Department of Health, Education and Welfare. The 200 students went to the old executive building across the street from the White House after receiving invitations and security clearances from the press office. There were also numerous checks by the Secret Service personnel during the briefing.

After the conference, Carter praised college students in general for having a flexibility of thought and analysis, and said these qualities were an advantage allowing students to freely express support and criticism of the government.

"I don't believe there's a dormancy among college students. Despite criticism from some of the media, the commitment is still there," he said.

— Beth Segers



Learning Tomorrows

The *Learning Tomorrows Conference*, sponsored by the School of Education, was an exciting survey of the possibilities for and challenges to education. Most of the 250 presenters, which included such well known educators as Jonathon Kozol, Nat Hentoff, Elise Boulding, Ivan Illich, Kenneth Clark, and Buckminster Fuller, agreed

that contemporary education was doing far too little for the kids. Dr. Boulding argued that young people are increasingly "out of touch with the authenticity of human experience".

Opinions diverged, of course, when remedies were proposed. Ivan Illich, social critic and author, maintained that "the need for education is a measure of society's decay." He pressed for his proposal: a learned and "deschooled

society." Kozol suggested that U.S. educators model Cuba's success in fusing book and practical learning in schools. Kenneth Clark, well known civil rights activist and psychologist, suggested that educators begin to "train intelligence while at the same time socializing individuals to moral and human values."

The several thousand conference participants came to the campus from

...Coexistant Ideals...

Bucky

The future overtook the present at the University during April 1978. The visit of futurist, philosopher, architect, and poet, Buckminster Fuller, as a Scholar-in-Residence, and the convening of a national conference on the future of education — Learning Tomorrows — jointly altered UMass' time dimension.

Dr. Fuller, known throughout the world as "Bucky", holds forty honorary degrees, though he never completed his Baccalaureate. During the month of April, Fuller served as a visiting faculty member of the School of Education's Future Studies Program. Bucky spoke twice before audiences in the Fine Arts Center and Bowker auditorium, met with informal School of Education graduate seminars, and addressed several classes, including a sixth grade class at Amherst's Marks Meadow Elementary School.

During his stay, Bucky delivered a

nine hour, three part lecture entitled, "Synergetic Explorations." Over 1500 UMass students and area residents attended this extraordinary lecture, which ranged far and wide over topics in a variety of fields including: history, anthropology, physics, chemistry, economics, futuristics and design.

It is impossible to summarize the ideas presented at the University, but before each group his basic message was the same. "Its part of your education," he said, "to get your senses to really tell the truth." We know better, for example, than to say the sun sets, when in fact, the Earth is turning. Such awareness, which links scientific knowledge to language and our everyday understanding, is what's behind Fuller's famed metaphor, "Spaceship Earth".

Fuller has striven to advance these perceptions throughout his long career. His geodesic dome, which uses the sphere to enclose more space with less materials than any other shelter

method, personifies Bucky's design efforts to "do more with less." At eighty-three, this native of Milton, Massachusetts, claims he has discovered nature's coordinate system. With this "synergetic geometry" Bucky urges us to experience the world in an entirely new way.

These are more than mere "academic" matters to Bucky. Our global problems of hunger, energy and potential mass destruction by nuclear war or environmental crisis are addressed by Fuller. "We are in trouble today," he told his audience at the Fine Arts Center, "because people don't understand what is going on. We already have the technology to solve our problems but most people don't understand it. If we are going to make it on this planet ... the young will have to do it by virtue of everybody understanding and using what we know."

— Robert Kahn



all over New England and from as far away as California. UMass students and visitors alike were introduced to a flurry of innovative educational programs and technologies over the four days. The newest television programming and computer-assisted learning technologies were displayed. Scores of innovative curricular ideas were also presented in the *Learning Tomorrow's* extensive exhibit area.

"The version of the future most of us see," explained Associate Professor Peter Wagschal. "Learning Tomorrows offers many complete and diverse visions of what education can be like. We hope we've succeeded in helping to make future possibilities in education more real for people."

It was no surprise that *Learning Tomorrows'* keynote speaker, Bucky Fuller, presented the conference with

both its most challenging and attractive future vision. "I know," he said, "that all politics are invalid, because we now have the knowledge to provide the entire world with the highest standard of living ever known. And if there is any future to education, it must be to help humanity understand that we have the option to succeed aboard *Spaceship Earth*."

— Robert Kahn

...Bucky's 'Ethics'...

In the evolution of political-economics
Of the late twentieth century
There is an emerging pattern
In which yesterday's virtues
Become today's vices
And vice versa
Vices Virtues

We hope this signals the demise
Of either dollar or gun manipulated
Political puppetry's
Overwhelment of humanity

Throughout the past state
Of innate ignorance of the many,
The informed few
Told the uniformed many
What to do
So that the many's coordinated efforts
Could produce most effectively
The objectives of the few.

An omniscient-informed humanity
Does not need to be told
What needs to be done
Nor how to cooperate synergetically
It does so spontaneously.

History demonstrates without exception
That successful sovereign power seizers
And successfully self-perpetuating
Supreme physical power holders in general
Will always attempt to divide the
opposition

In order to conquer them
And thereafter keep the conquered divided
To keep them conquered.

Controlling the sources
Of production and distribution
The self-advantaging power systems
Keep the conquered divided by their
uncontestable fiat
That the individual's right to live
Must be earned
To the power structure's satisfaction
By performing one of the ruling system's
Myriad of specialized functions.

The top-gun, self-serving power structure
Also claims outright ownership
Of the lives of all those born
Within their sovereignly claimed
Geographical bounds
And can forfeit their citizens' lives
In their official warfaring,
Which of psychological necessity
Is always waged in terms
Of moral rectitude
While covertly protecting and fostering
Their special self-interests.

To keep the conquered
Controllably disintegrated
And fearfully dependent
"They" also foster perpetuation or
increase
Of religious, ethnic, linguistic,
And skin-color differentiations
As obvious conditioned-reflex
exploitabilities.

Special-interest sovereignty will always
Attempt to monopolize and control
All strategic information (intelligence),
Thus to keep the divided specializing
world
Innocently controlled by its propaganda
And dependent exclusively upon its dictum.

Youth has discovered all this
And is countering with comprehensivity
and synergy

Youth will win overwhelmingly
For truth

Is eternally regenerative

In youth

Youth's love

Embracingly integrates,

Successfully frustrates

And holds together

Often unwittingly

All that hate, fear, and selfishness

Attempt to disintegrate.

© 1973 by R. Buckminster Fuller



We assume that in the good ole days the administration was well known and respected. But now students neither know them, nor necessarily respect them. It's impossible for a campus administrator to get to know every student, so we at the INDEX would like to introduce you to the administration and a few selected faculty (chosen by student and departmental recommendations). Now you'll know who to smile at on campus, and when you see one of the administrators in Stop&Shop, it's your turn to introduce yourself.





Robert Wood

Presidents Wood And Patterson



Franklin Patterson

When I took office, the University was on the upswing of a dramatic expansion in both enrollment and facilities. Having tripled in size in a decade, the Amherst campus had just added another 1,500 new students and 100 new faculty members. Its Campus Center was dedicated within a few months of my appointment. The new twenty-eight story library was under construction; the site for the Fine Arts Center was cleared; the second phase of the Graduate Research Center was on the drawing boards. With 20,500 students already enrolled, a Faculty Senate foresaw a campus enrollment of 35,000 students or more by 1980.

In its optimistic expansion, the University of Massachusetts was no different than many other public and private institutions across the country. The number of students enrolled within the Commonwealth increased from 113,000 to 300,000 during the 1960s Fifteen new community colleges were established. The combined enrollment of the University and the state colleges grew by 50,000. Even so, the Board of Higher Education in 1968 had projected a shortage of 113,000 student places by 1980, and assigned to UMass a 50,000 student total by the end of the decade.

During the past seven years, the ambitious initiatives visible in 1970 have been brought to a substantial completion. In October, 1973, the University of Massachusetts Medical School moved into its polished granite building beside Lake Quinsigamond. In January, 1974, the new Harbor Campus — the largest single construction project ever undertaken by the state — opened its doors to students. At Amherst, in October, 1975, during the inaugural concert at the new Fine Arts Center, the Trustees awarded Boston Symphony Orchestra conductor Seiji Ozawa an honorary degree. In January, 1976, the Teaching Hospital admitted its first patients

and the arduous and exciting process of opening new services and new beds began.

Meanwhile, the University-wide student total grew from 24,900 in 1970 to 30,500 in 1973 and to almost 34,000 this past September (1977).

. . . Strong comprehensive professional planning and budgeting, careful delineation of roles and missions, a clear separation of authority from that of general state administration priorities, and the safeguarding of operational autonomy are absolute prerequisites in the years ahead. The most able and distinguished of faculties, the most talented and motivated of students, the best administrators, the most cohesive and policy-oriented trustees cannot effectively carry out their respective roles amid the frustrations and conflicts which our present disarray produces.

The University: Retrospect & Prospect
Robert Wood, President
December 1977

When Chairman Healey telephoned me from Worcester at the time of your November meeting to inquire whether I would accept this appointment, I asked him if the Trustees wanted a caretaker for the interim period or someone who would serve as President in fact as well as in name. Chairman Healey told me it was his impression the Trustees did not want a nominal chief executive *pro tem*, but a person who would

administer strongly and help the Board move actively on matters which should not wait for the coming of a new long-term President. Given that assurance — confirmed by later statements of other Trustees — I accepted the appointment. I believe it's important for me to make it clear why I did so.

I had in no personal or other way desired or sought the position you decided to ask me to take. Having served for five years as the founding President of a college of which I am proud, I had no longing for status or position which I aspired to satisfy as an administrative officer of this University. I was happy teaching in the excellent Political Science Department of our Boston campus and conducting my research on the General court.

The reason I accepted the Presidency on an interim basis was two-fold and very simple. First, I believed there was a real need for a chief executive to serve the University in an active, deeply committed mode during the transition, interim period, and — if you can forgive an old-fashioned view of things — I saw it as my duty to accept the responsibility as it was defined. Second, I accepted because I understood that the Board was prepared, indeed eager, to go forward with certain important current tasks essential for the University's welfare.

It is within this context that I will seek to serve you as an active — not passive — interim President. To be effective in the University's interest, my service will not only need the best that I can bring to it, with my associates' help, but it will also need your support in addition to your wise counsel and your steady guidance

Remarks to the Board of Trustees
The University of Massachusetts
by
Franklin Patterson, President
January 11, 1978

Chancellor Bromery



Randolph Bromery

"I came to UMass to teach and conduct research in geophysics in the geology department. I had been with the Federal Government for twenty years, and found that I was drifting further and further away from science and moving nearer and nearer to administration . . .

"It's really interesting how I got here. I was originally being recruited by Franklin and Marshall Colleges, and was in negotiations with Boston College. I was invited to come to the University of Massachusetts to give a talk at a geology conference, and was invited at that time to come and teach. My full-time teaching lasted about a year, and I was then appointed Department Chairman and a year later called into the administration by former Chancellor Oswald Tippo to reorganize and head up the Office of Student Affairs. We had an implied understanding that I would administer this office for a couple of years and then return to teaching. But Chancellor Tippo then resigned, and I was offered the Acting Chancellorship by President Wood and the Board of Trustees, which was a complete surprise to me; however, I accepted. This October I will start my eighth year as Chancellor, which is a relatively long tenure, twice the average "life" of my contemporary University Chancellors or Presidents.

"What is happening now-a-days is that the Presidents and Chancellors have considerably more responsibility and less and less delegated authority to act. The role of the Board of Trustees has changed significantly here and throughout the country. Boards used to perceive their role as stewards of their respective institutions. Today, Boards are becoming more and more involved in the institution's day to day management decisions. In general, this forces the Chancellor or President to watch the decision making process like a spectator at a tennis match. The Board and the students or faculty bat

the ball back and forth, a decision is reached and handed to the administrator to implement.

"The perception of my job of Chancellor at this University is still relatively provincial. People feel that I should stay closeted in my Whitmore office each and every day. They believe that the University will cease to function if I'm not physically present. I have served on several National Academy of Science committees, primarily because I feel it important that the Uni-

versity of Massachusetts be represented on those national committees. I'm chairman of the Department of Commerce Sea Grant Review Committee, an important committee that conducts oversight function for all sea grant colleges and sea grant programs in the United States.

"I sit on the Board of Directors of Exxon and serve as a member of the Board's Committee on Contributions, which approves the allocation of nearly 30 million dollars for social and educational programs each year. Certainly, I'm not going to submit a proposal to the committee; however, if a proposal comes from this institution, the fact that I'm sitting on the committee is certainly not going to hurt it. I see that my role at Exxon is of extreme importance to the company, the stockholders, and the University of Massachusetts . . .

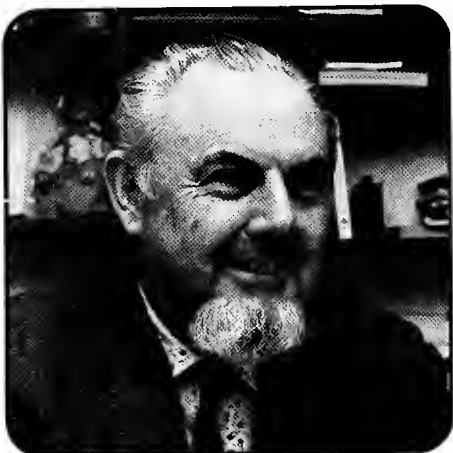
"I wasn't really surprised when I was not chosen to be President of the University. Contrary to what people believe, it was quite an agonizing decision for me to put my name in as a candidate, because I realized fully the inherent negative dynamics of being an internal candidate. Secondly, I had to agonize over whether I really wanted to make another three to five year commitment to an administrative position at this University. I had watched the Board of Trustees change rapidly in composition. I looked at all the other internal and external issues and I figured that the University needed a transition President who understood the internal complexities of the institution and its history.

"A 'typical' day for me starts with my waking up at 6:00 a.m., and arriving at the office at 8:00 a.m. Then I start with my list of appointments. The morning mail comes in at 10:00 a.m. . . the mail is logged and then it is sorted: informational items, advertisements and less important items; and the "red folder" are those items that I have to

take action on, things that I have to respond to myself personally or directly. About 700 pieces of mail come across my desk each week, and of that 700 pieces about 200 require action to be taken by me.

"I rarely have a lunch that isn't of a business nature. A couple of times a month I may be able to go up to my house at lunch time, and my wife and I usually have this one brief moment to talk . . . I return to the office for more appointments until 5:00. Between 5:00 and 6:30, I read the mail. I read the "action" first, then I organize it or prioritize it so that I can take it home to work on. Somewhere around 7:00 (that is if I don't have a dinner to go to or some other function to attend, which during the academic year averages about three times a week) I go home to eat dinner, but the day is usually so hectic that I can't sit down really to eat until eight or eight-thirty at night. If I were a drinking person I'd probably have several drinks before dinner, but that's not going to help because after dinner I still have more office work to do. In that hour before dinner I sometimes help my thirteen year old with his math homework, and talk to my seventeen year old concerning whatever he has that's a problem for him. After dinner I go to my office at the house, initiate or receive telephone calls, and then continue working on my mail until 11:00 p.m. By then I generally find that I can't go straight to bed because my adrenalin flow is too high, I am wide awake. So I sit around and talk or read myself to sleep. It is during this time that I usually try to keep up with my geology and geophysics by reading my journals.

"I do all of the grocery shopping for the family. I go to Stop & Shop on Saturday mornings. Not only is it therapeutic because it is so different from my normal weekday routine, but in addition I get to meet a lot of people. I can talk to people over vegetables or the meat counters. It's where I hear things and get feedback from campus that I can't get in any other way or place. I meet students, faculty members, physical plant people; in fact, one of the neat things about the market is that it is the only time when these conversations may include "You've done a good job." That makes my week. I can then go back to my required social function on Saturday night, Sunday afternoon, the weekend decisions, and return to the office on Monday morning thinking that maybe it is worthwhile after all."



Jeremiah Allen



James McBee



Robert Woodbury

Jeremiah Allen is Acting Provost; James McBee is Vice-Chancellor; and Robert Woodbury is Acting Vice-Chancellor.

Index: If "turbulent" is an accurate description of campus life in the 1960s, how would you characterize the 1970s?

McBee: The 70s in higher education might be termed a return to reality. Included might be the realization that: no university can be all things to all people; the growth of the 60s is waning; the increasing financial support no longer flows automatically; higher education institutions must also be accountable; a degree is no longer synonymous with a job; the members of the higher education community cannot solve the problems of the world; the credibility of higher education with the public is not assured

Index: Do you feel that the Vietnam and Watergate eras have had an adverse or positive effect on education as a whole? Does increasing cynicism seem to follow these events? And if so, what is the effect?

Allen: These events had an adverse effect on the education system. (As educators) we saw a deterioration in the quality of thought, and the use of slogans as substitutions for thought.

Woodbury: In the long run, Vietnam and Watergate probably had a healthy impact upon the American consciousness. The historical sense of omnipotence and "goodness" deserve a healthy redress. The arrogance of power and righteousness is not a healthy aspect of any nation's national character. The experience of Vietnam and Watergate, while breeders of cynicism, made us more conscious of both our limitations and our flaws.

Index: It has been said that due to a stronger student influence on curriculum there has been a shift away from the fundamental skills in education. Do you feel that Harvard's move back to core requirements is indicative of a return to fundamentals?

McBee: Curricular requirements periodically experience cycles of emphases with regard to fundamentals. Regardless of these shifts, the fundamental objective of a university is the growth, as human beings, of all who participate in its processes. Most institutions of higher learning are dedicated to the total development of the individual student. This means providing the opportunity for students to gain the skills and knowledge required for a successful and satisfying career, while at the same time maintaining a dedication to the concept of a liberal education, enabling people to achieve a clearer understanding of themselves and their place in society and their relationships with fellow human beings.

Index: Are students more, or less, career oriented now than a decade ago? In other words, is there a stronger emphasis on "getting a job" rather than just being educated?

Woodbury: I suspect that students have always been concerned about their careers after graduation, but that concern becomes intensified when market conditions are less favorable. For the first time since the 1930s college graduates are not assured of the kind of favorable job market that was true for three decades. But if most students are concerned about jobs, I think they are also concerned about many other aspects of living and thinking.

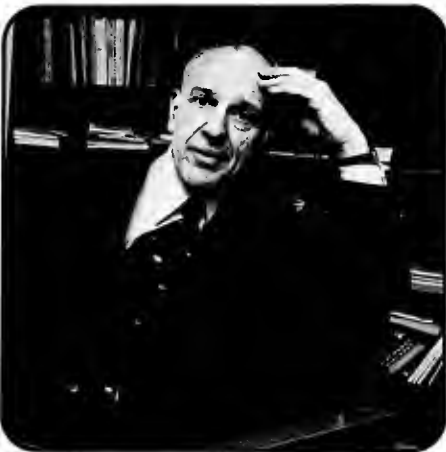
Index: Do you feel that budget constraints have had an adverse effect on the quality of education at UMass? How has it affected the students? Faculty?

Allen: The budget cuts have been felt throughout this campus. The situation has impaired faculty moral; created higher student-faculty ratios in the classrooms; and a deterioration of equipment. Overall there has been a "watering of the soup".

Index: What is the academic reputation of UMass/Amherst with prospective employers and professional schools? How does this reputation compare with other state universities? Is this reputation improving?

Woodbury: The reputation of the University of Massachusetts is directly related to the distance of the observer from Boston. The University is extremely highly regarded outside the state of Massachusetts. Some of this reputation has begun to seep into Massachusetts. Several years ago Professor David Reissman, the distinguished Harvard professor, observed that if UMass/Amherst was located in any other state it would be regarded as one of the superior institutions in the United States. The fact that it is located in Massachusetts under the 'shadow of Harvard, MIT, and other private institutions has given it the reputation within the Commonwealth that bears no relationship to its true quality. But I do think that image is changing.

Interviews done by Ernest Corrigan



William Field

More At Whitmore



William Tunis

Teacher, counselor, administrator — William Field is all these, and more too.

Field is the Dean of Students at UMass, and the only one the University has ever had.

Back in the 60s, when UMass was growing by leaps and bounds, there were separate deans for men and women. But University President John Lederle wanted someone who could handle everything in student affairs. So Lederle turned to Field, who at the time was an assistant professor of psychology. Before that Field had been the director of guidance.

Although he never intended to be an administrator (he started off planning to be a secondary school science teacher), Field took the job as Dean of Students in 1961 because he felt he had a lot of skills which were useful to the University during its period of tremendous growth. He also wanted there to be some way for people to get used to an expanding campus.

As Dean of Students, Field does "anything that doesn't get done by the bureaucracy of the University." This can include discipline cases, human relations training, and handling various other student crises. "You can't categorize things, though," said Field. "Students come in here asking about anything such as what to do if they got their car towed, or if they got a bad roommate."

Field actually has a dual role, as Dean of Students and as a worker in Student Affairs. "It's a coordinating job," he said.

Some of the other things Field has done since coming to the University in 1951 include starting the summer counseling program for incoming students, which was the first such program in the East, and establishing the University Health Services. When he became Dean of Students, the University had only two physicians for the entire student body. "The Health Service we have now has turned out to be one of the best in

the country."

One of his current projects is trying to get rid of the University's mandatory housing requirement and make it a voluntary one.

Field hasn't left teaching entirely, either. He still works with graduate students, particularly in the School of Education. "I like to keep in contact with students," he said. "It's important to be accessible." Field also feels that teaching has given him more perspective about why things operate the way they do at the University.

Field jokingly refers to himself as the "resident historian" of the University, but with good reason. In the 27 years here since completing his studies at Temple and at the University of Maryland, Field has seen an incredible amount of change. In fact, the building where he works now (Whitmore) used to be the old football field.

When he arrived in the 50's, UMass was predominantly attended by males, most of whom were veterans and studying arts and sciences. Women had higher standards for admission, and there were curfews at night.

All that changed in the 60s however, with the arrival of the students from the years of the baby boom. The University opened up three or four new dorms a year, and there was incredible pressure to get new buildings built. "You couldn't look around and not see building," Field recalled. The school grew by 1300 students a year and departments were continually doubling in size and new ones were being added every year. The percentage of women at the University went from 30 to 48, thanks to Field, and dorms went co-ed.

Both the students and faculty have changed here, said Field. "The whole University has become more open and casual. It's a more interesting place, and fun to work in, too.

"The smallness of the University used to restrict things. Students were less inclined to

pursue specialties. Changing the University has made it possible for students to change." Field said the University should stay close to the size it is now, however.

— Ellen Davis

William Tunis has been the Dean of Admission and Records at UMass since 1963. But like many others who have decided to try something different after working in the same job for a while, 1978 marks the end of his fifteen year career in that position. But Dean Tunis will not be leaving UMass, he will just be crossing the campus to fulfill his new duties. Now he will return to teaching and counseling students in the College of Food and Natural Resources, where he is a tenured professor of entomology. "I've put in fifteen years as Dean of Admissions and I'm essentially making a mid-life career change," he said.

Dean Tunis estimated that he had admitted some 75,000 students to the University since he became Dean of Admissions. In those days, he said, the University had such a flood of applicants that he was jokingly called "Dean of Rejections" by a colleague.

The flood of applications to colleges and universities has since diminished, but Dean Tunis does not foresee "any great problem in the future" maintaining enrollment at UMass. The University will continue to attract good students, he predicted, because of the connection it has with the Five Colleges.

Looking back on his career as Dean of Admissions, Dean Tunis said, "It has been a fun thing, working with a lot of nice people. It has been a very rewarding experience. I hope in some small way I have contributed to the University".



Dean Fantini



Dean Jones



Dean Whaley



Dean Piedmont



Dean Darity

Deans

Mario D. Fantini accepted a challenge when he became **Dean of the School of Education** in January 1977: "Could I come and work our way through a very difficult transitional period, keeping what's good about the school and being self-corrective at the same time?" After a year of review and reorganization, Fantini said he is "reasonably optimistic" that that is being done.

The school had to clarify its mission as a graduate-oriented professional school, dedicated to updating the skills of teachers already in the field, Fantini said. There is clearly an emphasis on graduate instruction, with 1,158 graduate students and 651 undergraduates enrolled in the fall of 1977. Five years ago when the emphasis was on "pre-service" training, there were about 1,800 undergraduates.

The school's program was reorganized from five clusters to three divisions, an "extremely important" one being Human Services, or the concept of dealing with people "outside the four walls of the school. This is an area that in the next couple of decades will receive increasing attention, and to have it done within a professional school, I think, is important."

When students graduating from UMass in 1978 were finishing high school, guidance counselors cautioned them about going into engineering because of the glut of engineers on the job market. But some just wouldn't listen, and according to **Russel C. Jones, Dean of the School of Engineering**, it's lucky for those that didn't. "Our students are currently getting multiple offers, three offers, four offers, per person. Engineering is a cyclic field; we very much follow the economy and when the economy is up, job offers are up, and lots of students flock in to us. That's where we are right now. We hap-

pen to be having a heyday for the past few years, and my guess is it will last for some years yet to come."

Jones, in his first year at UMass, has concentrated on the internal organization of the school, which has five departments, and he will continue to do so before emphasizing contacts with state and national industries and agencies. "My perception as I came here was that I should spend more of my time inside to get the school functioning well and get the administrative systems working."

Ross S. Whaley, Dean of the College of Food and Natural Resources, believes the college in 1978 reflects the interest in the environment and the "back to the land" movement prevalent since the late 60s. "It's politically a good time for us. The general citizenry is concerned about environmental problems." That concern, he said, has brought with it a change in the student demography.

The time when the school was almost exclusively filled with the sons and daughters of farmers has passed. "The population has changed remarkably. Our population today is basically urban . . . students who want to get involved, not just in the social activism realm, that too, but also in the realm of 'I want to devote my life, in a professional sense, to the saving of the environment,'" said Whaley.

Another trend in the college, Whaley said, is the rising percentage of women enrolled in its programs. About half the students in Landscape Architecture and Regional Planning are women, he said, as are at least 40% of the students in the departments of Forestry and Veterinary and Animal Sciences.

Eugene B. Piedmont, Acting Dean of the Graduate School, said the school in 1978 is seeking recognition as Massachusetts's primary site for graduate instruction. "We feel very strongly on this campus, knowing what the quality of faculty is, that

this is the major place for the state as a whole in public education where graduate work and research ought to be done," Piedmont said.

Piedmont came to UMass in 1965 as a Professor of Sociology and was appointed Associate Dean for Academic Affairs in the Graduate School in 1972. As acting Dean he is responsible for monitoring the quality of the about fifty-eight graduate programs, and for developing and implementing research on campus.

The school is trying to increase the non-state, research monies coming in, Piedmont said. "Right now, it's about \$12 to \$13 billion, which isn't an awful lot for a University of this size."

William Darity has been Dean of the University's youngest school — the **School of Health Sciences** — since its inception in 1973. The school comprises three divisions: Nursing, Public Health, and Communication Disorders.

The program at UMass is, in some aspects, unique. "Our school has a much more rigid curriculum," Darity said. For example, it requires that students concentrate a lot more in quantitative sciences. "Students in Public Health particularly have to do an empirical research thesis, and also field training. Other schools don't require these."

Nursing was an independent program when it combined to form the School of Health Sciences five years ago. Communication Disorders left the Communication studies program to join the school in 1974.

Nursing, however, might be going independent again. Nursing is clinically oriented "much more kin to medicine than the other two divisions in the school" and by becoming an independent school would be better able to recruit faculty, improve its affiliation with the UMass-Worcester medical school, and overall become a better program.

Richard W. Noland became **Acting Dean of the School of Humanities and**



Dean Noland



Dean Shapiro



Dean Bischoff



Dean Wolf



Dean Wilkinson

Fine Arts in February of 1978. He was appointed by the Acting Provost, and an Acting Chairperson was appointed to fill the vacancy Noland left as head of the English Department. At a time when there is an Acting President and a number of Acting Deans, the circumstances surrounding Noland's appointment are not that unusual. "Actually, that's something that badly needs settling around this campus. This 'acting' situation needs to be clarified," Noland said.

But until it is, he will carry on some of the policies of his predecessor, and now Acting Provost, Jeremiah M. Allen. "There are some things he had wanted, and which I would want in terms of making sure that the fine arts element is well developed," said Noland.

The theatre, music, and studio arts departments need to be supported and further developed, Noland suggested. "This ought to be a fine arts center which is nationally known and has high quality performances, and should benefit the entire western part of the state."

Seymour Shapiro, Dean of the School of Natural Sciences and Math, has been active in the administration of the College of Arts and Sciences since 1964, and was its last Dean before the College split into three schools. "I developed the proposal, with a lot of faculty help, for the separation," said Shapiro. "Students didn't see very much change, but we now have three deans and the workload is more manageable."

Two programs have added to the attractiveness of the school since the early 70s, and have grown into "superb" departments — Computer and Information Science (COINS) and Polymer Science and Engineering. The possibility of a graduate program in neuroscience is also being explored, Shapiro said.

"In the past ten years the recognition that has come to every one of our departments has been enormous. And there's a very direct payoff on this to the undergraduate

students. It's not only reflected in the course work, but in the doors it opens for students once they graduate."

David C. Bischoff left Whitmore Administration Building in 1978 to spend all his time in the Boyden Athletic Building as **Dean of the School of Physical Education**. In late January, he handed in his resignation as Associate Provost, a position he held for seven years, and was dean for six of those years. "I find myself having a very great deal to do when I'm down here and wonder how I was able to handle both (jobs)," Bischoff said, "but I'm sure that I gave this job short shrift."

An issue he said that needs much attention is the equality of men's and women's sports. "All of a sudden we have a group who legitimately need and want high level athletic experiences. The goal is not women's sports at the expense of men's sports, but that women have an equal chance for participation."

Bischoff maintained that because of the nature of the departments in the school — Athletics, Exercise Science, Professional Education in Physical Education, and Sports Studies — it is a "fun" place to be. "I think people in Physical Education and Athletics tend to be very happy and they can see measurably what they've done."

"The school doesn't see itself as an eight to five operation, five days a week," he said, adding that a major mission of the school is to keep its facilities open for participatory athletic use for the various intramural and instructional programs.

For the **School of Business Administration** there has been no problem getting students into classes. The problem has been keeping them out, according to **Jack S. Wolf, Acting Dean** of the school since September of 1977. "We're trying to accommodate as many students as we can, even though the pressures are with us," he said. "We've been managing the enrollment,

meaning that we've had to limit the number of freshman and the number of transfer students that can get into this school, because the numbers were going through the roof and the quality of the programs was going to drop."

Wolf, who was the school's Associate Dean for two years, before George S. Odiome resigned in 1977 said that he felt the school should reach out more, "... in effect work out means of cooperating with units like engineering, education, sports administration, the area of arts management ... because I think the school that has an administrative input should be talking to people other than business organizations about management, about organization, about lots of things that students in these other areas need."

There has been much analysis during the 1970s about the shift in student enrollment away from the arts and social sciences and toward the vocationally oriented schools. And while the figures certainly support the trend, it may be a mistake to assume that students are losing interest in the liberal arts. "It's much too simple, much too catchy a phrase to say students are now vocationally oriented," said **T. O. Wilkinson, Dean of the School of Social and Behavioral Sciences**. "This really does our undergraduates a disservice — to say that everyone wants to be either a CPA or an engineer; that nobody wants to read Shakespeare anymore; that nobody wants to study psychology anymore. That's simply not true. What is true is that in the job market out there, undergraduates, I think, are much more keenly sensitive to the fact that you have to be able to offer some skills in order to get a job."

Flexibility is important, according to Wilkinson. "You can still, for example be interested in anthropology, psychology, or political science but you've got to surround that interest with some specific skills and as much breadth as you can get."

All stories by Bernard Davidow

Faculty

COLLEGE OF ARTS & SCIENCES HUMANITIES & FINE ARTS

Afro-American Studies

John Alfesi
Alan Austin
John Bracey
Robert Cole
Chester Davis
Julius Lester
Raymond Miles
Diana Ramos
Josephus Richards
Archie Shepp
Nelson Stevens
William Strickland
Ester Terry
Michael Thelwell

Art Department

Frederick Becker
Jack Benson
Paul Berube
Eleese Brown
Iris Cheney
John Coughlin
Hanlyn Davies
Walter Denny
Kristine Edmonston
Arnold Friedland
John Grillo
Craig Harbison
James Hendricks
Martha Hopkin
Walter Kamys
Rosanne Knipes
Terry Krumm
Robert Mallary
Joseph McGee
Anne Mochon
Paul Norton
Mary North
Susan Parks
Herbert Paston
William Patterson
Lyle Perkins
Carleton Reed
Mark Roskill
John Roy
William Rupp
Dale Schleppi
John Townsend
H.M. Wang
George Wardlaw
James Wozniak

Asian Studies

Ching-mao Cheng
Alvin Cohen
Donald Gjertson
William Naff
Tomiko Narahara
Shou-hsin Teng

Classics Department

Judith Baskin
Robert Dyer
Bonnie Ford
Robert Goar
David Grose
Gilbert Lawall
John Marry
Edward Phinney
John Towle
Elizabeth Will

Comparative Literature

Warren Anderson
Sally Lawall
David Lenson
Don Levine
Elizabeth Martin-Petroff
Ellen McCracken
Lucien Miller
William Moeblus
Maria Tymoczko

English Department

Tamas Aczel
Gary Aho
Thomas Ashton
Robert Bagg
Leon Barron
Nancy Beatty
Bernard Bell
Normand Berlin
Howard Brogan
Jules Chametzky
Donald Cheney
David Clark
Joseph Clayton
Robert Creed
Margaret Culley
George Cuomo
Arlyn Diamond
Vincent DiMarco
Audrey Duckert
Lee Edwards
Pamela Edwards
Michael Egan
Everett Emerson
Kirby Farrell
Joseph Frank
James Freeman
Robert French
Ernest Gallo
Walker Gibson
Morris Golden
Raymond Gozzi
Richard Haven
John Hicks
Priscill Hicks
Ernest Hofer
Floriana Hogan
Robert Hoopes
Leonta Horrigan
Betty Hunt



John Bracey



Fern Johnson

"The only way to understand anything in the world is to understand it historically. Things that exist now are a result of a process that began sometime in the past, and in order to begin to understand them, one has to understand the process and alternatives that people have had in the past."

This belief system is prosposed by Professor John Bracey, Chairman of the Afro-American Studies Department. Professor Bracey has been studying history since his undergraduate days at Howard University and through his graduate work at Northwestern, and teaches it at UMass. Some of the courses which he teaches are *Revolution in the Third World*, *the Black Church*, and *Black Sociological Thought*.

In his courses, Professor Bracey attempts to make his students do a lot more than read — he makes them think. "What most students can't do today is analyze what they read. In the course I teach on revolution, I spend half the time discussing what a revolution really is."

About 30% of the students taking Afro-Am courses are white; Professor Bracey believes that this is one way in which racial tension might be diminished on campus, because "given the situation in the world today, I think that the white Americans need to know as much as possible about other people, because the majority of the world is other people. The history of America is not the whole history of the world."

In addition to his duties as Professor and Chairman, Professor Bracey is on the Nominating Board of American Historians and is Vice-President of Internal Affairs for the Massachusetts Society of Professors.

— Rebecca Greenberg

When Murray Krim, a New York psychologist who specializes in neurotic teachers, was interviewed by **New York Magazine**, he said that "many teachers experience anguish over the constant give, give, give required from them." Another source of anxiety among Krim's clients is "the lack of opportunities to express themselves creatively on the job." But for at least one professor, UMass does not harbor any of these restrictions. Fern Johnson has been a professor in the Communication Studies Department for four years, but does not exhibit any signs of stress. "Teaching is very important to me; I love to teach. I also enjoy my studies, but the stimulation I get from teaching gets me going on other things. It's probably the most fulfilling thing I do."

Fern's students said that they enjoy her classes because she appreciates their individuality and takes a real interest in their opinions. "I like to establish a pretty personal atmosphere in my classes, and I like to know who my students are — I don't like to create distance between myself and my students."

"If I feel any frustration on the job, it's not just as a teacher, but it's also as a faculty member — with the meetings and other work I have, I just have no free time. But if I ever think of alternatives to teaching, like going into business, they just aren't that exciting. Teaching provides an infinite amount of diversity. I know that every three and a half months I'll be seeing a whole new set of people, with a new set of challenges. I doubt I would ever want to leave the profession."

— Lisa DiRocco



John Hicks



Joseph Hartshorn

"As a professor of literature, I would most like to convey the joy of learning. Not joy in the over-simple, superficial sense. Rather the joy that comes from the realization of emotional and intellectual potentiality. The joy derived from sensitizing eyes that can see, ears that hear, and a responsive mind capable of sustained attention. The joy of moving from bewilderment or boredom or fatigue to curiosity, confidence, and accomplishment." This is how Professor John Hicks conceives his role as an instructor in the English Department. Professor Hicks shares his love of literature not only in the classroom, but at **The Massachusetts Review**, a fine arts magazine published on this campus. He has been one of its editors since 1960.

Professor Hicks did his undergraduate work at Middlebury College in Vermont, and his graduate work at Harvard and Boston University. Before coming to UMass, he taught at Tufts and Wesleyan. He noted that "On the basis of my specific experience, I would say that students at private colleges are often more confident — about themselves personally, and about their institutions. Students at UMass, for example, often suffer enormous inferiority complexes about themselves and the university. Life for public school students is simply very often more uncertain, less secure, less coherent than it is for their counterparts in private institutions. And the general public reputation of UMass still lags considerably behind the quality it has actually achieved. But there is really much to be proud of here. I hope for a more intensely growing sense of common purpose and self-respect among faculty, students, and administration. It is really time for that."

— Steve Dubin

Did you ever wonder what UMass looked like 11,000 years ago? Joseph Hartshorn could tell you. In fact, he could tell you what any part of Massachusetts looked like during the Ice Age.

Hartshorn is a glacial morphologist. He has been teaching glacial geology here since 1967 as a professor in the Department of Geology and Geography. Before coming here, Hartshorn worked with the U.S. Geological Survey in Boston for seventeen years after completing his studies at Harvard. While working with the Survey, Hartshorn met a friend who also came here, but "went a lot further. His name is Chancellor Bromery," he said.

Hartshorn has also had a distinguished career at the University. He served as head of the Department of Geology and Geography from 1970 to 1977. His Geology 106 course, *Face of the Earth*, attracts as many as 300 students a semester, and always receives good evaluations.

Hartshorn likes having students because he says they keep pushing him. "They all bring in new spirit and enthusiasm."

Some of the things his students have pushed him into are hang gliding and parachuting.

Hartshorn also likes his colleagues here, despite the fact that they keep teasing him about looking like a "sexy walrus."

Hartshorn does more than just teach geology. He just finished a term as Chairman of the New England section of the Geological Society of America. Now he is a member of the Chancellor's Committee on Equality of Salaries for Women Professors and the Faculty of Math and Natural Sciences Personnel Policy Committee.

— Ellen Davis

John Hunt
Donald Junkins
Sidney Kaplan
Arthur Kinney
Stanley Koehler
Joseph Langland
James Leheny
Mason Lowance
Paul Mariani
James Matlack
Harold McCarthy
John Mitchell
Charles Moran
Arthur Musgrave
John Nelson
Jay Neugeboren
Richard Noland
William O'Donnell
Alex Page
David Paroissien
David Porter
Jonathan Quick
Meredith Raymond
Fred Robinson
Seymour Rudin
Paul Saagpak
Jack Shadoian
Arnold Silver
Joseph Skerrett
Charles Smith
Bernard Spivak
Charlotte Spivak
Kathleen Swain
James Tate
Robert Tucker
John Weston
Cynthia Wolff
Michael Wolff

French Department

John Berwald
Jeanette Bragger
Beatrice Braude
Frederick Busi
Rose Marie Carre
Thomas Cassirer
Ursula Chen
Micheline Dufau
Donald Dugas
Doranne Fencoltea
Christian Garaud
William Gugli
Agnes Howard
Patricia Johnson
Robert Johnson
Nancy Lamb
Paul Mankin
Daniel Martin
Benjamin Rountree
Harold Smith
Sara Strum-Maddox
Robert Taylor
Richard Tedeschi
Seymour Weiner

Germanic Languages & Lit.

Sigrid Bauschinger
Eric Beekman
James Cathey
Susan Cocalis
Frank Hugus
Henry Lee
Sara Lennox
Volker Meid
Wolfgang Paulsen
Klaus Peter
Carroll Reed
Albert Reh
Lawrence Ryan
Eva Schiffer
Harry Seelig
Frederic vonKreiss

History Department

Dean Albertson
Hugh Bell
Wintred Bernhardt
Paul Boyer
Milton Cantor
Miriam Chrisman
William Davis
Mario DePillis
Fred Drake
Harold Gordon
Louis Greenbaum
Robert Griffith
Robert Hart
Joseph Hernon
Vincent Ilardi
William Johnston
Robert Jones
George Kirk
Archibald Lewis
Jane Loy
Gerald McFarland
Robert McNeal
Richard Minear
Stephen Nissenbaum
Stephen Oates
Stephen Pelz
Robert Potash
Howard Quint
Charles Rearick
Leonard Richards
Roland Sarti
Neal Shipley
Philip Swenson
Jack Tager
Jack Thompson
Ronald Ware
Fred Wickwire
Mary Wickwire
David Wyman
Philip vanSteenberg

Italian

Annette Evans
Frank Fata
Geoffredo Palluchino
T. Canale-Parola
Anthony Terrizzi
Zina Tillona

Journalism
Sara Crimes
Lawrence Pinkham
Dario Politella
Ralph Whitehead
Howard Ziff

Linguistics Department
Emmon Bach
Barbara Partee
Alan Prince
Thomas Roeper
Wendy Wilkins
Edwin Williams

Music & Dance Department
Wayne Abercrombie
Doric Alviani
Charles Bestor
Horace Boyer
Theodore Brown
Walter Chestnut
Joseph Contino
Nigel Cox
Max Culpepper
John d'Armand
Richard Dubois
Jacob Epstein
Charles Fussell
Pamela Gore
Albert Huetteman
John Jenkins
Fernande Kaeser
Laura Klock
Charles Lehrer
Ernest May
Bernard Neubert
Estela Olefsky
Dorothy Ornest
George Parks
Linda Smith
Terrell Stackpole
Ronald Steele
Katherine Stencil
Robert Stern
Robert Sutton
Joanne Tanner
Peter Tanner
Fred Tillis
Miriam Whaples

Philosophy Department
Robert Ackermann
Bruce Aune
John Brentlinger
Vere Chappell
Leonard Ehrlich
Fred Feldman
Ann Ferguson
Edmund Getier
Gary Hardegree
Herbert Heidelberger
Michael Jubien
Gareth Matthews
Terence Parsons
John Robinson
Robert Sleight
Robert Wolff

Slavic Languages & Lit.
Laszlo Dienes
Joseph Lake
Maurice Levin
Halina Rothstein
Robert Rothstein
Edmund Stawiecki
Laszlo Tikos

Theater Department
Doris Abramson
Donald Boros
Vincent Brann
Jeffrey Fiala
June Gaeke
Jeffrey Huberman
Christopher Idoine
David Knauf
Harry Mahnken
Robert Shakespeare

Spanish & Portuguese
Antonia Andrade
Robert Bancroft
Pedro Barreda
Fresia Bradford
Frank Fagundes
Francisco Fernandez-Turienzo
Ana Galvin
Sumner Greenfield
Sabra MacLeod
Jose Monserrate
Jose Ornelas
Jules Piccus
Joanne Purcell
Alberto Rivas
Irving Rothberg
Nina Scott
Rosalie Soons
Harlan Sturm
Sidney Wexler
Juan Zamora

NATURAL SCIENCES & MATH.

Astronomy
Thomas Arny
William Dent
Edward Harrison
Richard Huguenin
William Irvine
Hajime Sakai
Nicholas Scoville
Eugene Tademaru
Joseph Taylor
David van Blerkom

Biochemistry
Mark Fischer
Maurille Fournier
Anthony Gawienowski
Lyle Hayes
Bruce Jacobson



John Lederle



Ronald Mannino

From 1960 to 1970, John Lederle served as the fifteenth president of the University of Massachusetts. During this time, he helped its progression from small (5,873) to large (19,367), from one campus to three, from adequacy to excellency, and from its first century to its second.

Professor Lederle considers it a privilege to have been the University's President during such a dynamic and challenging period, but now at age sixty-five, he is back to doing what he wants — teach. "It was fun," reflected Lederle, "but I got removed from students. I'm glad I'm back to dealing with ideas and youth. Students are our reason for being."

Professor Lederle received his law degree and later his Ph.D. from Michigan, which he calls the "union card," and began teaching at Brown University. He soon got diverted into administration, and became Assistant Dean there. Then he was invited back to Michigan, where he rose to directorship of their Institute of Public Administration.

From Michigan, he got the offer to become president here, which doesn't happen to outsiders often.

Lederle still uses his legal knowledge since leaving regular practice, however. He is an honorary member of the Michigan Municipal League and has worked on the campaign expenditure study committees for the Senate and House. He's been in **Who's Who** since 1950.

Lederle's record in public administration is equally impressive. He belongs to both the American Political Science Association and the American Society of Public Administration. He has developed public administration programs in Manila and Formosa.

What's the first image you think of when you see the words "Accounting Professor"? If it's Brooks Brothers suits and sharp pencils you may be right . . . unless you know Ronald Mannino.

Professor Mannino has taught management accounting courses at UMass for the last four years. "I teach a little different course material here at UMass. The majority of accounting programs are directed towards careers in public accounting and I teach basically for careers in nonpublic accounting — the role of an accountant working in an organization if he's not going to be an auditor."

Mannino said he became a professor because "you can do two things when you teach that you can't do in other jobs. You can be a professional but at the same time you can have fun by dealing with people that aren't professional."

One of the nicest things that has happened to him while he has been at UMass was at Las Vegas Night when someone entered his picture in the "cutest" contest, where voters cast their votes for a penny a piece. Mannino remembers that he was running against a dog, a male majorette, and four women. "I think I got something like \$40 in pennies, which is very good . . . and all for charity," joked Mannino.

In his courses, he tries to instill in his students his educational philosophy — "an accountant has to be more than an accountant to be effective in a business situation. You have to know a little about the business you are in."

Reflecting upon the negative stereotype of accountants, Mannino remarks, "Every accountant that I know is an interesting person . . . I don't know that many accountants though."

— Ellen Davis

— Donna Scott



Masha Rudman



Ernest Lindsey

Masha Rudman works full time as a mother of three as well as an associate professor in the school of education at UMass. She was, in fact, the sole supporter of her family for eight years while her husband finished his education.

Rudman has won numerous awards in her twenty five years as an educator including the Distinguished Teacher Award in 1972. She was also included in this year's **World Who's Who of Women in Education**.

Rudman graduated from Hunter College in New York in 1953 and went to work as a teacher in the New York City school system. She worked with culturally disadvantaged, non-English speaking, and emotionally disturbed children. While working, she got her master's degree, also from Hunter College, in 1957.

She came to UMass in 1966 to review children's books for WFCR, a position she held for the next four years. Rudman also headed a summer program for disadvantaged high school students and founded the Learning Theater at the School of Education. She got her Ph.D. in 1970 from UMass.

A lot of the credit for her success goes to her parents according to Rudman. "My parents never contradicted a thought. We were brought up to be open and honest. They had a terrific impact on my life."

Besides teaching courses in subjects like curriculum construction, reading, language arts, and open education, Rudman is co-director of the Integrated Day Program which is a preservice/inservice teacher education program and a consultant to departments of education and schools across the country. She also edits **IN Touch**, a magazine devoted to open education.

— June Corriveau

Ernest Lindsey's memories of twenty-nine years at UMass range from an old garage through three years as Dean of Engineering to his present work in waste treatment. "I first came here in 1949 to help start the department. There were just two professors and twenty students in the department," Lindsey remembered.

After getting a bachelor's degree from Georgia Tech and a Ph.D. from Yale, Lindsey went to work for an oil company for a couple of years. "I went back to Yale to do some research after that and then served in the Navy for two years."

Lindsey has seen the department grow from twenty students to its present size of about 175. He also helped plan Goessman Lab, which the department moved into in 1959.

In 1963, Lindsey became acting Dean of Engineering. "It was a busy time. We were enlarging the school, adding new faculty, students, and buildings. Engineering East was opened back then."

Lindsey said he enjoyed being Dean, but was happy to turn the job over to someone else in 1966 and get back to teaching and research. "I decided back then to specialize in waste treatment rather than finding new plastics for someone to crunch up."

Lindsey said the biggest change in the department is the number of women. "About 20% of the students are women. Ten years ago we had maybe one or two women. It's a great increase."

Lindsey isn't sure where the department ranks nationally but thinks it "compares pretty good with places like MIT, Wisconsin, Michigan, and Ohio State. We're certainly one of the best in the Northeast."

— Chris Bourne

Henry Little
Thomas Mason
John Nordin
Trevor Robinson
Linda Slakey
Ira Swartz
Edward Westhead
Robert Zimmerman

Botany
David Bierhorst
Howard Bigelow
Margaret Bigelow
Edward Davis
Paul Godfrey
Peter Hepler
Edward Klekowski
James Lockhart
David Mulcahy
Livija Raudzens-Kent
Bernard Rubenstein
Rudolf Schuster
Otto Stein
Arthur Stern
Lawrence Stowe
Carl Swanson
Oswald Tippo
Peter Webster
Robert Wilce

Chemistry
Ronald Archer
Ramon Barnes
John Brandts
Paul Cade
George Cannon
John Chandler
James Chien
David Curran
Roberta Day
John George
Stephen Hixson
Robert Holmes
Barbara Kalbacher
Peter Lillya
William McEwen
Earl McWhorter
Bernard Miller
George Oberlander
John Ragle
Marvin Rausch
Marion Rhodes
John Roberts
Stuart Rosenfeld
Robert Rowell
Sidney Siggia
Marion Stankovich
Richard Stein
Thomas Stengle
Howard Stidham
Peter Uden
Robert Williams
Alfred Wynne
Oliver Zajicek

Coins
Michael Arbib
Lori Clarke
Caxton Foster
Robert Graham
Denis Kloury
William Kilmer
Victor Lesser
Robert Moll
Edward Riseman
Nico Spinelli
Jack Wileiden

Geography
Raymond Bradley
Terence Burke
James Hafner
David Meyer
Rutherford Platt
Richard Wilkie

Geology
Laurie Brown
Dayton Carritt
Oswald Farquhar
Stephen Haggerty
Leo Hall
Joseph Hartshorn
John Hubert
Howard Jaffe
George McGill
Ward Motts
Albert Nelson
Alan Niederrada
Charles Pitrat
Thomas Rice
Peter Robinson
Gregory Webb
Donald Wise

Math & Statistics
Stephen Allen
George Avrunin
M. Bennett
Joseph Borrego
Bernard Busse
Donald Catlin
Eduardo Cattani
Chan-nan Chang
T. Chen
Haskell Cohen
Edward Connors
Thurlow Cook
Helen Cullen
David Dickinson
Murray Eisenberg
Hans Fischer
John Fogarty
David Foulis
Michael Gauger
Alan Gleit
David Hayes
David Hoffman
Samuel Holland
H. Hsieh
James Hymphreys
Henry Jacob

Melvin Janowitz
Aroldo Kaplan
Eleanor Killam
Geroge Knightly
Essayas Kundert
H. Ku
M. Ku
Lorraine Lavallee
T. Liu
Ernest Manes
Larry Mann
H. Nguyen
Arline Norkin
Peter Norman
Charles Randall
Jay Rosen
Arunas Rudvalis
Berthold Schweitzer
Howard Shaw
Jon Sicks
Donald St. Mary
Doris Stockton
Wayman Strother
J. Su
Robert Wagner
Franklin Wattenberg
George Whaples
Floyd Williams

Microbiology
Ercole Canale-Parola
Donald Cox
Clifton Dowell
Stanley Holt
Thomas Lessie
Robert Mortlock
Leonard Norkin
Albey Reiner
Curtis Throne
Martin Wilder

Physics
John Brehm
James Brooks
Frederick Byron
Leroy Cook
Benjamin Crooker
Stanley Engelsberg
Norman Ford
William Gerace
Mark Goldenberg
Eugene Golowich
Robert Guyer
Robert Hallock
Stanley Hertzbach
Douglas Jensen
Phillips Jones
Joseph Kane
Richard Kofler
Michael Kreisler
Robert Krotkov
Kenneth Langley
Richard Lindgren
Alfred Mathieson
William Mullin
Claude Penchina
Gerald Peterson
Francis Pichanick
Arthur Quinton
Monroe Rabin
Philip Rosen
Kandula Sastry
Jamet Shafer
Edward Soltysik
Morton Sternheim
Arthur Swift
James Walker

Polymer Science & Engin.
Richard Farris
Frank Karasz
William MacKnight
Roger Porter
Edwin Thomas
Otto Vogel

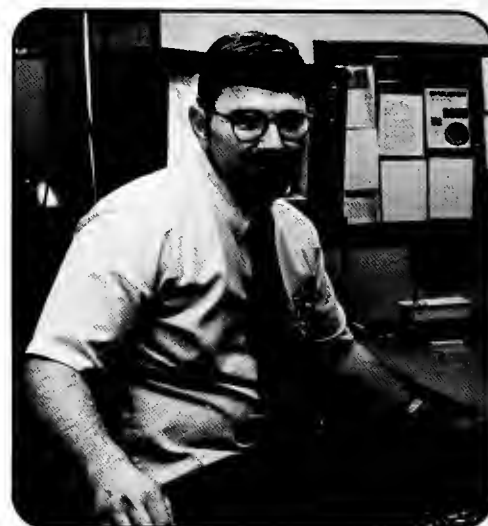
Zoology
Thomas Andrews
Lawrence Bartlett
Margery Coombs
Vincent Dethier
Craig Edwards
Bronislaw Honigberg
Mindagus Kaulenas
David Klingener
Joseph Kunkel
Bruce Levin
Bradford Lister
Stuart Ludham
Arthur Mange
John Moner
Drew Noden
William Nutting
Brian O'Connor
John Palmer
Herbert Potswald
Harold Rauch
Larry Roberts
John Roberts
Duncan Rollason
Grace Rollason
Katherine Sargent
Theodore Sargent
Denis Searcy
James Snedecor
Sana Snyder
Alastair Stuart
Betty White
Christopher Woodcock
Gordon Wyse

SOCIAL & BEHAVIORAL SCIENCES

Anthropology
George Armelagos
John Cole
Dena Dincauze
Ralph Faulkingham
Sylvia Forman



Ernest Buck



Bruce Hoadley

Back when "UMass was a small, quiet university in a sleepy cow town", Ernest Buck, the Dean of the College of Agriculture, started teaching food science and nutrition, back in 1957.

Despite a vigorous schedule, Buck makes sure he has time to enjoy his students. "I like to get to know my students personally. I tend to make friends out of most of them." Buck said he doesn't "believe there is a generation gap because I admire the enthusiasm and idealism of youth. I also enjoy working with students because it keeps me young."

Buck feels that "people in the United States tend to overeat. We eat too many fatty foods and foods that are too high in sugar when there should be a balance of these things."

Another of his concerns is that nutrition courses aren't offered in high schools. "We need more nutritional education at an earlier age to stress the importance of eating intelligently."

Buck graduated from UConn in 1955 with a degree in Animal Industries. Two years later he had a Master's degree from North Carolina State. He got his Ph.D. in Food Science and Technology from UMass in 1966.

Teaching isn't the only thing that occupies his time at UMass. He is currently Director of Undergraduate Studies, Honors Coordinator, and Chairman of the Undergraduate Curriculum Committee of the Nutrition Department.

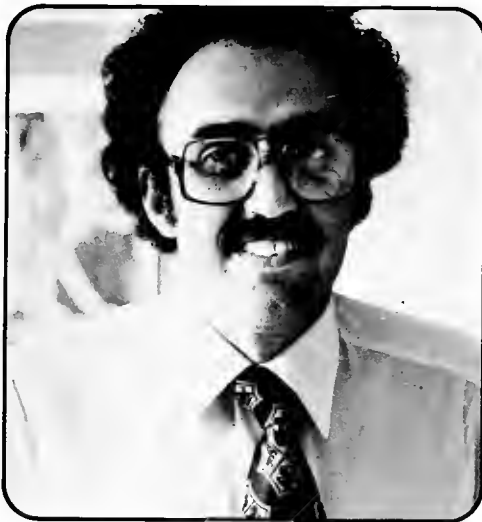
As a student, Bruce Hoadley always looked forward to the day when he would be totally away from schools. Even up until two months before completing his doctorate at Yale, whenever anyone asked him the inevitable question "What are you going to do when you graduate?", Hoadley would always answer: "I don't know, anything but teach."

But UMass lured Hoadley away from other prospects and for fifteen years now he has been teaching wood technology in the School of Forestry and Wildlife Management. "If there's anything that has helped me to be a better teacher, it is that I'll never forget being a student," said Hoadley. "I've never forgotten the kinds of feelings one gets on the other side of the desk."

Hoadley has seen one of his classes, Properties of Wood, grow from an enrollment of four students to one of thirty during this time. His other class, Wood Anatomy, has gone from twenty to 110.

He has also noticed a definite change in the students here. "They have gone from a group of very obedient students who routinely accepted the drudgery of higher education to a group of conscientious, hard-working, alert, increasingly mature students who are demanding a meaningful education and want to know not just what but why," he said.

If Hoadley could leave one thought with his students, it would be that education doesn't stop here. "We can scarcely teach a person in 1978 what they are going to need for success in 1988," he said. "And education to me is learning to learn. A college program isn't just something to get through."



Salvatore Dinardi



Tunner Brosky

During the summer of 1978, thirteen Public Health and Environmental Science students surveyed children's recreational camps across the state. This group was headed by UMass professor Salvatore Dinardi, who felt that this study should be done because "it is a serious kind of public health survey which the University should be involved in."

The survey's aim was to determine the impact of a proposed sanitary code that would regulate all children's recreational camps in the state. Only two camps were ultimately closed, while the rest of the 490 camps were notified of their minor violations. "Recreational camps are big business in the state, and hopefully all camps will become a safe place for children, if they aren't already so," Dinardi said.

Professor Dinardi did his undergraduate work at Hofstra University, and his graduate work at SUNY at Stony Brook, transferring to UMass in 1967. He received his Ph.D. in Physical Chemistry here in 1971, and was appointed an assistant professor that same year. He became an Associate Professor in 1976, and is presently the Chairman of the Environmental Health Program. In addition, Dinardi teaches several courses, among which is "Toxic Substances in the Work Place", in which he analyzes chemicals commonly found in the work environment.

Dinardi's other full time job is taking care of his two children. After working on campus all day, he goes home and cleans the house, and cooks, which is one of his favorite pastimes. He enjoys relaxing while listening to quiet music, and in his infrequent spare time does woodworking.

— Donna Scott

Tunner Brosky of the Physical Education Department grew up in rural Pennsylvania in an almost impoverished situation. "Because I was poor I was an extremely lucky person." He played football in high school, went on to North Carolina for undergraduate work, and completed his graduate studies at Pennsylvania State.

Alternative education is a major concern of Professor Brosky's. His Outdoor Education course, or "Fun in the Woods" as he and the students call it, had its beginnings seven years ago when the first group went into the woods and built a ropes course. Brosky listened to the students that semester. "They very plainly told me what we should be doing down there, how we should be doing it and why." Brosky went on to create something that satisfied the students' needs as stated by the students.

"Fun in the Woods" is personal growth and self-discovery. "It's healthy to learn about yourself. The course has that as a focal point." Using non-competitive games the students learn new methods of physical education teaching.

Concerning alternative forms of education, "the alternative has to be offered as the other side of the coin. We purport to have people discover in a PE class *talking* about outdoor programs. Talking has got to be the least effective form of learning that I can think of."

In addition to his Outdoor Education course, Professor Brosky teaches a section of tennis/badminton, is responsible for the archery classes, and has a strong interest in deep sea fishing.

— Bruce Goodchild

David Fortier
Thomas Fraser
Laurie Godfrey
Joel Halpern
Oriol Pi-Sunyer
Donald Proulx
Judy Pugh
Zdenek Salzman
Alan Swedlund
Brooks Thomas
Martin Wobst
Richard Woodbury

Communication Studies

Vincent Belvillacqua
Janet Blankenship
Kenneth Brown
Vernon Cronen
Leslie Davis
Brian Fontes
Richard Harper
Fern Johnson
Ronald Malton
Nancy Mihovic
Martin Norden
Barnett Pearce
William Price
Ronald Reid
Jay Savereid
Hermann Stelzner
Richard Stromgren

Economics

Norman Aitken
Solomon Barkin
Michael Best
John Blackman
Samuel Bowles
Lucy Cardwell
Robert Costrell
James Cox
James Crotty
Gerald Duguay
Richard Edwards
Diana Flaherty
Bradley Gale
William Gibson
Herbert Gintis
Vaclav Holesovsky
Marshall Howard
Jane Humphries
Donald Katzner
James Kindahl
Ivor Pearce
Leonard Rapping
Stephen Resnick
Simon Rottenberg
Ann Seidman
George Treyz
Douglas Vickers
Richard Wolff

Political Science

Luther Allen
David Booth
Gerald Braunthal
John Brigham
William Connolly
Kenneth Dolbeare
Patrick Eagan
Eric Einhorn
Jean Elstain
Edward Feit
John Fenton
Peter Fleiss
Michael Ford
Edwin Gere
Sheldon Goldman
Glen Gordon
Franklin Houn
Irving Howards
Jerome King
Harvey Kline
Fred Kramer
John Lederly
Guenter Lewy
Louis Mainzer
John Maki
Jerome Mileur
Felix Oppenheim
Karl Ryavec
Morton Schoolman
Robert Shanley
George Sulzner
Anwar Syed
Howard Wiarda

Psychology

Icek Aizen
Dee Appley
James Averill
John Ayres
Seymour Berger
Richard Bogartz
Ronnie Bulman
Neil Carlson
Sheldon Cashden
James Chumbley
Charles Clifton
Rachel Clifton
Marvin Daehler
John Donahoe
Ernest Dzendolet
Alice Eagly
Seymour Epstein
Robert Feldman
Katherine Fite
Mark Friedman
Howard Gadlin
Richard Gold
Morton Harnatz
Harold Jarmon
Dalton Jones
Alan Kamil
Alexandra Kaplan
Solis Kates
George Levinger
Alan Mieberman
Vonnice McLloyd
Melinda Meyer

(Psychology continued)

John Moore
Stanley Moss
Jerome Myers
Mancy Myers
Melinda Novak
Alexander Pollatsek
Harold Raush
Harry Schumer
Norman Simonson
Ervin Staub
Ivan Steiner
Bonnie Strickland
Beth Sulzer-Azaroff
Patricia Tierney
David Todd
Edward Tronick
Castellano Turner
George Wade
Norman Watt
Arnold Well

Sociology

Andy Anderson
Albert Chevan
Roland Chilton
Jay Demereth
Edwin Driver
Robert Faulkner
Hilda Golden
Milton Gordon
John Hewitt
Paul Hollander
Christopher Hurn
Charles Key
Lewis Killian
Michael Lewis
John Manfredi
Surinder Mehta
Peter Park
Wade Roof
Alice Rossi
Peter Rossi
Jon Simpson
Randall Stokes
Gordon Sutton
Richard Tessler
Curt Tausky
David Yaukey
James Wright
Sonia Wright

SCHOOL OF BUSINESS
ADMINISTRATION

Accounting

John Anderson
Richard Asebrook
Morton Backer
Sudro Brown
Carl Dennier
John Fitzgerald
Anthony Krzystofik
Martin Gosman
William Lawler
Robert Lentilhon
Ronald Mannino
Ula Motekat
James O'Connell
Joseph Sardinas
Richard Simpson
Donald Stone
Michael Whiteman

General Business & Finance

Patricia Anderson
Wynn Abranovic
Joseph Balintfy
Alexander Barges
Ben Branch
Radie Bunn
George Burak
Sangit Chatterjee
Wayne Corcoran
Joseph Finnerty
Samuel Goldman
Richard Hartzler
Eugene Kaczka
James Ludtke
Craig Moore
Grant Osborn
Rutherford Platt
Robert Plattner
Robert Rivers
Gordon Sanford
Thomas Schneeweis
Benjamin Stevens
Sidney Sufrin
Ward Theilman
William Unaitis

Management

Tim Bornstein
Anthony Butterfield
Elliot Carlisle
Gordon Chen
Sidney Claunich
John Conlon
Arthur Elkins
Frederic Finch
Van Court Hare
Richard Leifer
Joseph Litterer
Thomas McAuley
Robert McGarrah
Stephen Michael
Bernard Mullin
George Odiome
Abraham Pizam
Kenan Sahin
Stanley Young

Marketing

Christopher Allen
Victor Buell
Gerrit de Vos
William Dillon
Bertil Liander

Inquiry Program

The Inquiry Program is a learning option for first and second year students.

For some, the program is a small college within a large university, a place where they can get to know faculty and fellow students in personal as well as intellectual ways. At the same time it gives full access to all the resources of the University and four other colleges. For other students, the program is a means to pursue an interest in depth during the first two years without having to wait until becoming a junior to concentrate.

The program offers students the opportunity to design and implement their own plan of study with the advice and consent of a faculty tutor. Each semester students negotiate an individual learning contract with their tutors. Because the program has its origins in a living-learning experiment, students are encouraged to include more than their formal academic work in the contracts. It is not unusual, for instance, to see contracts that include losing weight, learning to swim, volunteer work in local hospitals and schools, and reading lists above and beyond what is required by courses. At the end of each semester, students submit a self-evaluation to their tutors as the first step in planning the next semester. The contracts, self-evaluations, and tutor evaluations become the basis of the *Learning Portfolio*, what might be called an autobiography of two year's learning and growth.

Most students choose to substitute Modes of Inquiry seminars for the distribution requirements. The program is called Inquiry and the seminars, *Modes of Inquiry* to emphasize that one of the basic goals of education is to provide students with the skills and understanding necessary to ask good questions and then to answer them. The *Modes Seminar* option is one of the most popular features of the program because it reduces the number of required courses and thereby makes it possible for first and second year students to undertake semester-long projects or to explore subjects in a new and challenging way.

To complete the program and achieve junior standing, students submit their portfolios to a faculty evaluating committee and convene a Celebration-Evaluation. The Celebration-Evaluation is both a celebration and an evaluation. Each student is asked to synthesize the time spent, to summarize the work done, and to discuss how this work has prepared the student to move on. In a very real sense the Celebration-Evaluation is an opportunity for the student to show off: "These are my accomplishments; here are my enthusiasms and plans." At the same

BDIC

time the examiners evaluate the student's progress and certify that the work done is the equivalent of two years, or sixty credits. After completing the program students go on to a regular major, or create one through BDIC.

The Bachelor's Degree with Individual Concentration (BDIC) is a degree-granting program in which a student, with the guidance of a faculty sponsor, designs an undergraduate major by combining course work from two or more departments. Founded in 1971, the program continues to encourage hundreds of students annually to use the academic resources of the University and nearby colleges to shape their educations to meet individual intellectual, personal, or vocational goals more effectively. To earn a B.A. or B.S. in BDIC, students must complete four semesters in the program. Their work each semester must reflect the interdepartmental nature of their program of study and draw from at least two different departments a minimum of nine credits of courses each semester.

Each student's program of study is developed with the advice and consent of both the student's faculty sponsor and the BDIC faculty supervisor. Because BDIC has, in effect, hundreds of different majors, students are required to confer with their faculty sponsors regularly. Experience has shown that students familiar with BDIC guidelines who meet regularly with their sponsors have relatively little difficulty completing the program's requirements. For many students, designing a program of study and conferring with faculty can be a valuable part of their educational experience.

For BDIC students, twenty-five per cent of the credits counted toward the major may be earned in special problems or independent study work. In addition to the usual independent reading projects, tutorials, or laboratory research, BDIC encourages students to use the independent study option for field work, internships, and other experiential learning, all of which must have an academic component. Many BDIC's include study abroad as part of their programs of study. Over the years, BDIC seniors have produced some outstandingly high quality senior honors projects in completing their undergraduate careers.

Internships Legal Studies

The Office of Internships is a special program within the University designed to facilitate internship experiences for students. More specifically, our purpose is to make it possible for qualified students to spend a semester off campus in the working world, and to intergrate this experience with their academic program.

By participating in a carefully constructed internship program, a student develops competency through actual "on the job" experience while maintaining close contact with the faculty advisor and internship supervisor. Students enrolled in this program may earn from one to fifteen credits by fulfilling academic contracts arranged with a faculty sponsor. Both the educational and occupational experience are designed to be thoroughly intergrated with the student's prior and future course of study at the University.

Prior to the internship, each student arranges an academic contract with a faculty member that articulates the academic goals and objectives of the internship. In addition, the contract requires a description of a final project that will fulfill those academic goals. The intern, therefore, earns academic credits for demonstration of what was learned during the internship to a faculty sponsor.

The internship usually relates to the student's course of study at the University. A primary purpose of our program is to encourage students to carefully integrate the theoretical knowledge they have studied in their classes with the practical knowledge they have learned during the internship. The student often returns to campus more determined to select interesting and useful courses and also to be more involved in and demanding of these courses.

Evaluation of the internship is accomplished by all the participants. The student, a counselor from our program, the agency supervisor, and the faculty sponsor all work together to establish an on-going perspective about each student's field experience.

The Office of Internships places most of its students in eastern and western Massachusetts and a significant number of students in New York City and Washington D.C., as well as throughout the States. In addition, a few students intern in some selected overseas placements.

— Katy Douglas

As the result of a pioneering effort by the Legal Studies Program at the University of Massachusetts, education in law is becoming less restricted to the ivy-covered walls of law schools in the U.S. Since 1973, undergraduate legal studies programs and departments have sprung up in colleges and universities across the country — from Berkeley to Boston University. And many more institutions are following the trend.

Undergraduate legal studies education didn't just begin randomly. Studies by the Association of American Law Schools and the Carnegie Commission of Higher Education in 1971 and 1972 concluded that there was a lack of undergraduate law programs all over the U.S. Both institutions supported the establishment of programs to teach university students the law, rather than leaving legal education exclusively to law schools.

These studies set a new trend in the U.S.; where legal study had been almost exclusively geared towards future professionals, it was not putting law into the hands of the people.

The UMass Legal Studies Program offers courses ranging from the technical legal research and writing, to a course in sex roles, law, and society. Students also learn through independent study, workshops and internships.

What does a legal studies education do for the students? Students can expand their understanding of the American legal system. Much of the knowledge is transferable to career and non-career goals. As a result, students may better understand how people in social groups, such as church groups, assume power. Students majoring in Legal Studies assume responsibility for developing their own course of study. Before becoming majors, they must submit a written statement explaining their proposed program of study, which includes courses they plan to take, possible work or projects, and the interests which tie their program together.

Legal Studies graduates have left UMass to work in criminal law, consumer affairs, and one has become executive director of a American Civil Liberties Chapter. Three to four percent have gone to law school, while others have become para-legals.

— Doris Gallegos

Gordon Paul
Charles Schaninger
Charles Schewe
George Schwartz
Wendell Smith
Marc Weinberger
Parker Worthing

SCHOOL OF EDUCATION

Dwight Allen
Alfred Alschuler
Ernest Anderson
Norma Jean Anderson
Albert Anthony
Kenneth Blanchard
Linda Blane
Liane Brandon
Mason Bunker
Emma Cappelluzzo
Donald Carew
Richard Clark
Margaret Cline
Robert Collard
Evan Coppersmith
Grace Craig
Reginald Damerell
David Day
Gloria DeGuevara
Larry Dye
Philip Eddy
Carolyn Edwards
Jeffrey Eisman
Pertia Elliot
Kenneth Ertel
David Evans
Arthur Eve
William Fanslow
Mario Fantini
Louis Fischer
George Forman
Douglas Forsyth
Richard Frank
Roger Frant
Ronald Frederickson
Luis Fuentes
Judith Gourley
Michael Greenebaum
Atron Gentry
Donald Hall
Ronald Hambleton
Samuel Henry
Jack Hruska
Thomas Hutchinson
Allen Ivey
Bailey Jackson
R.D. Jackson
Byrd Jones
Daniel Jordan
Crystal Kaiser
Alfred Karlson
David Kinsey
Richard Konicek
William Kornegay
William Lauroesch
Barbara Love
William Masalski
Lynne Miller
Robert Miltz
Robert Navon
Ena Nuttall
Ellis Olim
Gene Orro
Howard Peelle
Mary Quilling
Horace Reed
Sheryl Reichmann
Masha Rudman
Anna Russell
David Schimmel
Michael Schwartz
Klaus Schultz
David Schuman
Harvey Scribner
Earl Seidman
Sidney Simon
Rudine Sims
Robert Sinclair
Judith Speidel
Donald Streets
Patrick Sullivan
Bob Suzuki
H. Swaminathan
Sal Tagliareni
Leverne Thelen
William Thuemmel
Barbara Turner
Richard Ulin
George Urch
Peter Wagschal
Ernest Washington
Kenneth Washington
Gerald Weinstein
Robert Wellman
Donald White
Jack Wideman
William Wolf
Robert Woodbury

SCHOOL OF ENGINEERING

Chemical Engineering
Kenneth Cashin
Michael Doherty
James Douglas
John Eldridge
Robert Kirk
James Kittrell
Robert Laurence
Robert Lenz
Ernest Lindsey
Thomas McAvoy
Stanley Middleman
Robert J. Novak
Leigh Short
Marcel Vanpee

Civil Engineering
 Donald Adrian
 Robert Archer
 Stanley Bemben
 B. Berger
 William Boyer
 Charles Carver
 Alexander Chajes
 John Collura
 Francis DiGiano
 Clive Dym
 Frederick Dzialo
 Richard Farris
 Tsuan Feng
 Thomas Grow
 Denton Harris
 Karl Hendrickson
 William Heronemus
 Daniel Hillel
 Gabriel Horvay
 Russel Jones
 Enrique La Motte
 Horst Leipholz
 James Male
 Joseph Marcus
 Melton Miller
 William Nash
 Frederick Stockton
 Paul Shuldiner
 Merit White

Electrical & Computer Engineering
 Leonard Bobrow
 Ehud Bracha
 Frederick Edwards
 Roger Ehrich
 John Fitzgerald
 Lewis Franks
 Paul Goldsmith
 Robert Gutmann
 Herbert Herchenreder
 Francis Hill
 Charles Hutchinson
 Walter Kohler
 John Laestadius
 Angel Lopez
 Robert McIntosh
 Richard Monopoli
 David Navon
 Peter Parrish
 Donald Scott
 Dale Sheckels
 Harold Stone
 Ting-wei Tang
 Donald Towsley
 Jack Wolf
 Sigfrid Yngvesson

Industrial Engineering & Op. Research
 Thomas Cullinane
 Robert Davis
 William Duffy
 Richard Giglio
 Frank Kaminsky
 Klaus Kroner
 Stanley Lippert
 Hugh Miser
 Robert Rikkers
 Edward Rising
 Richard Trueswell

Mechanical Engineering
 Lawrence Ambis
 Maurice Bates
 Geoffrey Boothroyd
 Armand Costa
 Duane Cromack
 Erskine Crossley
 Robert Day
 John Dittfach
 John Dixon
 William Goss
 Karl Jakus
 Robert Kirchoff
 Jon McGowan
 Laurence Murch
 Carl Nelson
 Joseph O'Byrne
 Robert Patterson
 Corrado Poli
 John Ritter
 Albert Russell
 Edward Sunderland
 Franklin Umholtz
 William Wilson
 George Zinsmeister

COLLEGE OF FOOD & NATURAL RESOURCES

Entomology Department
 Pedro Barbosa
 Larry Cole
 John Edman
 John Hanson
 James Kring
 Michael Peters
 Ronald Prokopy
 John Stoffolano
 Roy VanDriesche

Environmental Sciences Department
 Robert Coler
 Haim Gunner
 Warren Litsky
 Linda Lockwood
 Jinnque Rho
 Robert Walker
 Chun Kwun Wun

Food & Research Agricultural Engin. Dept.
 Joe Clayton
 Curtis Johnson
 Ernest Johnson
 Robert Light
 Richard Mudgett
 Micha Peleg
 Edward Pira
 John Rosenau
 Henry Schwartzberg
 Lester Whitney

Food & Resource Economics Department
 Philip Allen
 James Callahan
 Robert Christensen
 Jon Conrad
 Bradford Crossmon
 John Foster
 Elmar Jarvesoo
 Deane Lee
 Theodore Leed
 Donald Marion
 Bernard Morzuch
 George McDowell
 Robert Perlack
 Herbert Spindler
 Thomas Stevens
 David Storey
 Cleve Willis

Food Science & Nutrition Department
 Mokhtar Atallah
 Virginia Beal
 Mark Bert
 Ernest Buck
 Fergus Clydesdale
 David Evans
 Irving Fagerson
 Frederick Francis
 Kirby Hayes
 Herbert Hultin

Ward Hunting
 Ronald Labbe
 Robert Levin
 Raymond Mahoney
 Wassef Nawar
 Peter Pellett
 Frank Potter
 Kenneth Samands
 Miles Sawyer

Forestry & Wildlife Management
 Herschel Abbott
 Carl Carozzi
 Alton Cole
 Charles Cole
 Frederick Greeley
 Bruce Hoadley
 Joseph Larson
 William MacConnell
 Donald Mader
 Alan Marra
 Joseph Mawson
 Donald Progulske
 William Rice
 Michael Ross
 Brayton Wilson

Home Economics
 Nylda Ansari
 Mary Green

Sarah Hawes
 Helen Leyer
 Joan McGreevy
 Marjorie Merchant
 Aurelia Miller
 Georgina Moroney
 Marion Niederpruem
 Irene Nystrom
 Joseph Pleck
 Jo Ann Pullen
 Warren Schumacher
 Margaret Tuck
 Helen Vaznaian
 Madeleine Wheeler
 Harriet Wright

H.R.T.A. Department
 Norman Courmoyer
 Kenneth Dean
 Charles Eshbach
 Stevenson Fletcher
 Frank Lattuca
 Peter Manning
 Jane McCullough
 Abraham Pizam
 Albert Wisley

Landscape Arch. & Regional Planning Dept.
 Robert August
 Theodore Bacon

Honors

For students interested in Honors course work here at UMass, there are three levels of involvement: the Commonwealth Scholar's Program, Honors courses, and Departmental Honors Programs.

The Commonwealth Scholar's Program offers an alternative to the distribution requirement system to students of high academic motivation and proven ability. Students who are accepted into this program have closer contact with their Academic Dean (the Honors Program Director), easier access to personal and academic advisors, and the opportunity to work closely with a faculty adviser in their department. A portfolio of written evaluations of each student's performance in honors coursework is developed, making it possible for the Director of the Program to write very accurate and detailed letters of recommendation for student applications for jobs and graduate school. The Program is also beginning to organize a series of inter-disciplinary courses and career seminars tailored to the needs and academic goals of its students.

Honors courses may be taken at any point in a student's academic career — either as an individual intellectual challenge, or in fulfillment of Honors requirements. Introductory level Honors course offered through most departments are strictly limited in size to a maximum of twenty students. These courses assume active student involvement from the outset, demand more independent reading and research and, as a result, carry four rather than three academic credits.

Honors courses are open to all University students by arrangement with the instructor of the three-credit departmental course. Faculty and students are encouraged to

meet *before* the class begins; in this way, the faculty member may ascertain whether or not the individual student is capable of handling the material for the course, and students may ascertain the level of involvement required of them.

In 1972, the Academic Matters Committee proposed changes to the then existing Honors Policy concerning graduation with higher honors. It was felt that the practice of higher honors based on cumulative cut-off points were too inclusive due to "grade inflation"; in some cases they were too restrictive because of the carry-over of outdated grade point averages of returning students. It became increasingly evident that a system geared more toward individual achievement was necessary. Thus, the concept of departmental honors programs was established.

Departmental Honors Programs vary from department to department. These programs have been developed for those students interested in culminating their undergraduate education and preparing for graduate study through research and greater involvement in their department. Successful completion of a departmental honors program entitles a student to graduate with higher honors (*magna cum laude*, *summa cum laude*).

An integral part of most Departmental Honors Programs is the Senior Honors Thesis. These projects are designed for and by students who plan to attend a graduate program, or wish to have some practical experience in their field. Senior Honors Theses of recent years, for example, range from laboratory investigation to cultural and literary criticism; they include at least one novel, a produced play, an environmental design plan for the use of campus space, and increasing numbers of interdisciplinary approaches to old and new problems.

Bilingual Collegiate Program

The Bilingual Collegiate Program (BCP) provides assistance to bilingual students through a wide variety of services and opportunities for personal and intellectual growth. These services include: academic, personal, career, and financial aid counseling; tutoring; and special curricular offerings.

Active recruitment of students is carried on within bilingual communities in this state in an attempt to locate high school students, as well as graduates and candidates with general equivalency diplomas, who demonstrate potential capabilities for college education, but, who, lacking appropriate orientation and motivation, would not normally apply for admission to the University.

Through a comprehensive program of academic counseling, the BCP attempts to provide its students with all necessary information regarding such basics to University life as areas of study, required courses, facilities and resources of the University, individual assistance in methods of study, and assistance with individual problems regarding the academic performance of students.

In collaboration with different departments within the University, the BCP has

developed a series of courses taught in Spanish, designed to assist students in their transition to college life. The BCP frequently organizes workshops and seminars to deal with the specific needs of its students.

As part of its service, the BCP offers all interested students a full tutorial assistance program. Through this program, the BCP provides assistance to those students with language or academic deficiencies. This assistance helps them to get the most out of their courses. An intense follow-up program permits the BCP to diagnose the needs and observe the progress of its students through a close collaboration between the program, its tutors, the students, and the University professors.

Over the past two years, the BCP has been compiling a collection of books and periodicals in Spanish and Portuguese. These books have been made available to students through a resource center located in the BCP offices. The purpose of this resource center is to provide students with reading material relevant to their educational and cultural needs which are not readily available through the libraries of the five colleges.



Walter Bumgardner
James Cope
Chester Cramer
Nicholas Dines
Carlos Dominguez
Julius Fabos
Barrie Greenbie
Christopher Greene
Meir Gross
Tom Hamilton
Robert Kent
Gordon King
Gordon King
Lawrence Klar
Bruce MacDougall
John Martin
Harold Mosher
Gustave Olson
Paul Procopio
William Randall
Andrew Scheffey
Jeanne Sherrow
William Stewart
Joseph Volpe
Merle Willman

Plant & Soil Sciences Department
Douglas Airhardt
James Anderson
John Baker

John Bardzik
Allen Barker
Alfred Boicourt
William Bramlage
Lyle Craker
Mack Drake
George Goddard
Duane Greene
John Havis
Daniel Hillel
John Howell
Kirk Hurlo
Paul Jennings
James Johnson
William Lord
Herbert Marsh
Donald Maynard
Robert Precheur
William Rosenau
Franklin Southwick
Joseph Troll
Petrus Veneman
Jonas Vengris
John Zak

Plant Pathology Department
George Agrios
Francis Holmes
William Manning
Mark Mount

Richard Rohde
Terry Tattar

Veterinary & Animal Sciences Department
Donald Anderson
Donald Black
Wallace Black
Anthony Borton
Sarah Carlson
Byron Colby
Richard Damon
Elizabeth Donohue
Robert Duby
Heinrich Fenner
Thomas Fox
Stanley Gaunt
Robert Grover
William Harms
George Howe
Sidney Lyford
James Marcum
Peggy McConnell
Barbara Mitchell
Martin Sevoian
Charles Snyser
Robert Smyth
Glenn Snoeyenbos
Douglas Stern
Olga Weinack

SCHOOL OF HEALTH SCIENCES

Communication Disorders
Arthur Boothroyd
Joseph Duffy
Roy M. Gengel
Gerard Kupperman
Jay Melrose
Gary Nerbonne
Harris Nober
Henry Peirce
Charlena Seymour
Harry Seymour
Gilbert Tolhurst

Public Health
Howard Berliner
Edward Calabrese
Geroge Cernada
Ted Chen
William Darity
Salvatore DiNardi
Robert Gage
Seth Goldsmith
Stuart Hartz
Charles Hollingsworth
Dave Hosmer
Nellie Kanno
Stanley Lemeshow
Paul Levy
Warren Litsky
Anne Matthews
Gary Moore
Carol Moskowitz
Jesse Ortiz
Howard Peters
Jerome Peterson
Debra Roter
Paula Stamps
Bruce Stuart
Robert Tuthill

Division of Nursing
Renee Black
Ellan Cole
Mary K. Cressy
Mary Condron
Frances Daigneault
Marlene DuBiel
Nancy Fisk
Alice Friedman
Denise Gibbs
Mary Giles
May Hall
Laura Hill
Gila Jacobs
Ann Jefferson
Petronella Knickerbocker
Margaret Lindsay
Mary Maher
Jeannine Muldoon
Dorothy Orders
Josephine Ryan
Selcuk Sahin
Zoanne Schnell
Shirley Shelby
Ann Sheridan
Ruth Smith
Brent Spears
Sally Tripp
Priscilla Ulin
Edith Walker
Helen Whitbeck
Alvin Winder
Peggy Wolff

SCHOOL OF PHYSICAL EDUCATION

Athletic Department
Richard Bergquist
Clarence Brooks
John Canniff
Kenneth Conatser
Virginia Evans
Victor Fusia
Richard Garber
Michael Hodges
Russell Kidd
James Laughman
John Leamon
Frank McInerney
John Nunnally
Kenneth O'Brien
Robert O'Connell
Mary Ann Ozdarski
Robert Pickett
James Reid
Raymond Ricketts
Aloysius Rufe
Theodore schmitt
Dianne Thompson
Ray Wilson
Frank Wright

Exercise Science
Harry Campney
Priscilla Clarkson
Robert James
Frank Katch
Walter Kroll
Stanley Plagenhoef
Benjamin Ricci

Professional Preparation in P.E.
Arlan Barber
Maurice Brosky
Patti Sue Dodds
George Lewis
Lawrence Locke
Sally Ogilvie
Frank Rife
Maida Riggs
Shirley Shute
Lynn Vendien
Ester Wallace
Matthew Zunic

Sport Studies
Julius Gundersheim
Eric Kjeldsen
Guy Lewis
Bernard Mullin
Betty Spears
Judith Toyama
Harold Vanderzwaag



"... If Monday dinner at the dining commons is meatloaf-asparagus surprise, you always know that Tuesday lunch is tuna. We have made it through Wednesday afternoons quarter beers at the Pub and the same number of all-nighters. We must have a shade of optimism, mellowing the defiance, or few of us would have made it past that first day freshman year We must be tolerant and patient, for tomorrow we are freshmen again and there is no Campus Assistance to hand out maps of the University. Final exam times are not posted, they are given at random"

— Linda Ananian



Freshpeople!

Sophomores!

Juniors!

Seniors!

GRADUATES! GRADUATES! GRADUATES!

It's been a helluva four years ... or was it four years in Hell?

But anyways ...

We came to UMass with a high school education as our only common background. We are leaving with Bachelor's degrees, Senior Day mugs, and (sniff, sniff) good memories.



"... Now we must leave the University and start a new era of our lives. Some of us will begin our working careers while others will continue their formal education. In every case, we are making a definite commitment toward new goals and aspirations. Certainly, what we learned at the University, and the personal characteristics which we developed at the University, will help us reach our goals and aspirations. We are now capable of contending with our future problems and decisions. Furthermore, what we lack in experience, we will compensate with our idealistic and youthful vigor"

— Daniel Muse



A

Jeffrey Aaron
HRTA



John Abely
Accounting



Francis Abreau
Education



Joyce Abugov
Education



Debra Ackerman
Sociology



Keith Ackley
General Business & Fin.



Maria Acouiello



Stanley Adamczyk
Management



Cynthia Adams
English



David Adams

Jennifer Adams
Accounting



Joseph Adams



Glenn Adriance
Forestry



Sohrab Ahadian
Computer Systems Eng.



Masato Akiyama



Mark Albonesi
Management



Laurie Alderman
Education



Edward Alexander Jr.
Mechanical Engineering



Philip Alexander
Public Health



William Alexander
Psychology



Lloyd Aitford
Com. Disorders



Brenda Allen
Animal Science



Susan Allen

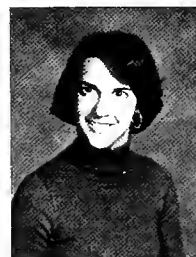


Mark Almquist
Mechanical Engineering

Susan Alper
Home Economics



Linda Alperin
Marketing



Hollis Alpert



Betsy Alter
Accounting



Gail Altman
Com. Disorders



Karen Alves
Plant & Soil Science



Jamie Amaral
Sociology



Wayne Ament
Physical Education



Jean Amerault
Design



Fred Amos Jr.
HRTA



Linda Ananian
Science



Robert Andersen
Anthropology



Meribeth Anderson
Com. Disorders



Sarajayn Anderson
Design

Augusto Andrade
Management

Joseph Andrews
Education

Paula Andrews
HRTA

Judy Annetts

Helene Anninos
Home Economics

Brad Anthony
HRTA

John Antonelli



Phyllis Antosiewicz
Sociology

Jan Applebaum
Marketing

Andrea Aptowitz
Political Science

Donald Aramony
Management

Janice Arena
Nursing

Ronald Arena
Journalism/English

Steve Arens

Betty Armbrecht
Animal Science

Craig Armstrong

Jonathan Aron
Accounting

Bruce Aronson
Zoology

Laurence Aronson
BDIC

Stephanie Aronson
Journalism/English

Valerie Arraj
Communication Studies



Rhonda Arsenault
Anthropology

Cynthia Arvanitis
Nursing

Michael Ascher
Legal Studies

Richard Ashenfelter
Environmental Design

Eric Ashley
Management

Anop Assavavoothi
Industrial Engineering

Gerald Astell
Mechanical Engineering

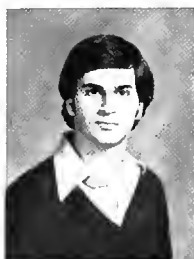
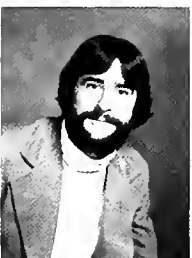
John Astell
History

Kenneth Atkinson
Mechanical Engineering

Peggy Atkinson
BDIC

Judy Atterstrom
Nursing

Denise Auger



Carol Ausman
Management

Paul Austin
Physical Education

Sheryl Austin
Communication Studies

James Averback
Civil Engineering

Carl Avila
Electrical Engineering

Richard Aaron
Mark Abarbanel
Dale Abbott
Donald Abrams
Paul Achille
Susan Achorn
Jeffrey Adams
Ivy Adler
Stacie Adler
Susan Agatstein
Deirdre Ahearn
Nancy Answorth
Nancy Albano
Wayne Albertini
Steve Aldrich
Thomas Alfonso
Dennis Allard
Craig Allegrezza
David Allegrezza
Mitchell Allen
Mark Alman
Susan Alston
James Alves
Anthony Amari
Susan Amaru
Patrice Amero
Martha Amesbury
Debra Andell
Anthony Anderson
Beth Anderson
Frank Anderson

Nancy Anderson
Nina Anderson
Peter Anderson
Stephen Anderson
Wesley Anderson
Ann Andre
Angela Andrews
Carmine Angeloni
Bruce Angus
Deborah Anisewski
Joy Applebaum
Helen Applebee
Angela Apruzzese
Alfred Arcifa
Joan Arenius
Anthony Armelin
Jeffrey Arnold
Steven Arnold
Helen Arntson
Anne Aronson
John Arpano
Karen Aspry
Gregory Assad
John Atkinson
Deirdre Atlas
Steven Atwood
William Auger
Adam Auster
Linda Axline
Scott Aye

B

Judith Azanow
Physical Education



Steve Aznavourian
Communication Studies



Steven Bachand
Zoology



Marcia Bagnall
Industrial Engineering



John Baigle



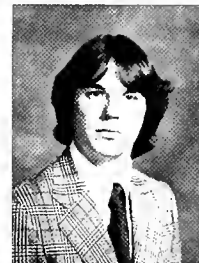
Matthew Baker
Food & Resource Ec.



Pamela Baker
English



Emily Bakerman
Nursing



Robert Balas
Communication Studies

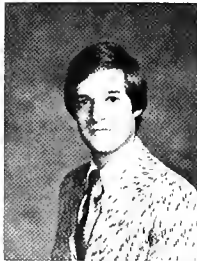


Constance Baldyga
Electrical Engineering

Fifine Ball
BDIC



Richard Baltimore
Political Science



Marla Balzarini
Geology



Catherine Bamford
Music



Victor Banel
Sociology



David Bannon
Zoology



Kathleen Barber
Food Science



Shirley Barber
Food Science



Valerie Barber
Education



Randall Barish
Journalism/English



Katherine Barker
Home Economics



Michael Barlow



Lisa Barnes
Animal Science



Cindy Barrett

Scot Barrett
Wood Technology



Lynn Barry



Joanne Barsky
Zoology



Harold Barthold
Zoology



Beverly Bartlett
Nursing



April Bartoo
Communication Studies



Lisa Bassett
Art History



Merlon Bassett



Susan Bassett
Animal Science



Nancy Basteck
Marketing



Mark Batcheller
Accounting



Dawne Bates
Education



Susan Bates
Nursing



Janet Bath
Home Economics

Marion Batiste
Natural Resource Stu.



Janette Bauder
Computer Systems Eng.



Sarah Baybutt



Lisa Baye
Com. Disorders



Daniel Bazikas
Forestry



Glynis Bean
Psychology



Judith Bearak
Home Economics



Carla Bearse
Com. Disorders



Leeann Beauchamp
Environmental Design



Suzanne Beaulieu
Education

Tara Becker
Communication Studies



Valerie Beecy
Communication Studies



Martha Beesley
Music



Kenneth Begin
Environmental Design



Christian Behning
Marketing



Scott Belgard
Management



Bruce Belliveau
Biochemistry



Barbara Belske
Psychology



John Bena
History

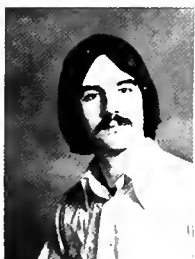


Bruce Bensen
Wood Technology

Steven Benson
Political Science



David Bentley
Natural Resource Stu.



Beth Berger



Michael Berger
Journalism/English



Wendy Berger
Zoology



Bruce Bergeron
BDIC



Michael Bergman
Zoology



Lawrence Berlin
Mathematics



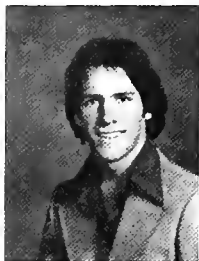
Iver Berry
Biochemistry



James Berry
Biochemistry



Michael Berry
Communication Studies



Florence Bert



Corinne Berthiaume
Art



Lauren Berthiaume
Chemical Engineering



Ellen Berthier
Zoology



Cynthia Besko
Home Economics



Joanne Bigda
Mathematics



Stanley Binder
Geology



Laura Biron
Physical Education



Lauren Bisceglia



Mary Bishop
Animal Science



Robert Black
Marketing



Mark Blair
Accounting



Linda Blanc
HRTA

Patti Blanchard
Animal Science



Terry Blanchard
Marketing



Jacqueline Blander
Psychology



Marjorie Blass
Com. Disorders



Sharyn Block



Jeffrey Blonder



Laurie Bloom
English



Lois Bloom
Human Nutrition



Peter Bloom
Political Science



Robert Bloomfield
HRTA



Faye Blumenthal
Marketing



Nancy Bochler

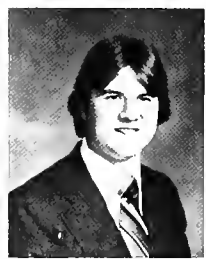


Bruce Bodge
Mechanical Engineering



David Bohn
Civil Engineering

David Bois
Accounting



David Bolin
Geology



John Bolin



John Bonaccorso
Communication Studies



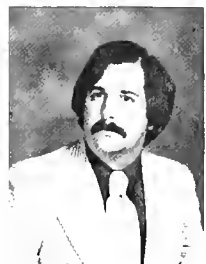
Andrew Bonacker
Industrial Engineering



Charles Bond
Accounting



Gerald Bond
Journalism/English



Ronald Bond
Marketing



Patricia Bonelli
Psychology



Laura Bonnell
English



Douglas Borkhardt



Lenwa Boroff
Education



Donald Boston
BDIC



Anne-Marie Botte
Management

John Boudreau
Music

Andrew Bougas
Management

Christopher Bourne
Civil Engineering

James Bove
Mechanical Engineering

Katherine Bowen
Political Science

Maria Bowen
Psychology

Elizabeth Bowker
Human Nutrition



Frances Bowles
Zoology

Paula Boyd
Sociology

William Boyd
Wood Technology

James Bradley
Communication Studies

Richard Brandes
Management

Deborah Brandon
Spanish

Barbara Braveman
Psychology

Maura Breen
Nursing

Mark Brenner
Education

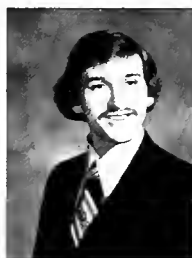
John Breslouf
General Business & Fin.

Thomas Briggs
Music

Albert Brighenti
Civil Engineering

Patricia Bringenberg
History

William Britigen
Economics



David Britten
Wood Technology

Cindy Brock

Stephen Brockleback

Susan Broder
Com. Disorders

Patricia Broderick
Animal Science

Herbert Brody
Physical Science

Catherine Brooks
Education

Wayne Brooks

Jill Broome
General Business & Fin.

Barbara Brosman
Education

Linda Brower
Marketing

Reade Brower
Marketing

Christian Brown
Environmental Design

Joanne Brown
Natural Resource Stu.



Marsha Brown
Nursing

Mary Brown
Journalism/English

Michael Brown

Teresa Brown
Natural Resource Stu

William Brown
History

Carol Bruce

Laurie Bruce
Home Economics

Albert Brunette
Management



Leila Bruno
Communication Studies



Lynne Bryant
Psychology



Susan Bucholz
Chemical Engineering



Michael Buckley



Jonathan Babcock
Gloria Baca
Suzanne Baer
Steven Bagley
Janet Bailey
Joseph Bailie
Michael Bailow
Charles Bajor
James Baker
Lauren Baker
Thomas Barnes
Walter Baker
Winthrop Baker
Constance Ballou
Susan Ballou
Robert Barbeau
Charles Barber
Ruth Barham
Kathleen Barker
Charles Barnard
Dawn Barnes
Kenneth Barnes
Ann Barnett
Richard Barrell
Claire Barrett
Dawn Barrett
Joanne Barrett
Mary Barrett
Ricardo Barros
Brenda Barry
Kevin Barry
Gary Barsalou
Joan Bartlett
Sharon Bartsch
David Basile
Gerry Bates
Gary Batt
David Battisti
David Bauer
Paul Bauer
Roberta Bayliss
James Beard
Michael Beaulieu
Charles Becker
Jeffrey Becker
Charles Bedard
John Bedard
Shelley Bedik
Peter Beekman
Leslie Belis
Nancy Belanger
Bruce Belcher
Linda Belden
Elizabeth Belezos
Martin Bell
Bernard Belley
Bradford Bernett
Judith Bennett
Ronald Bennett
George Benoit
Nelson Bent
Robert Bent
Bruce Benton
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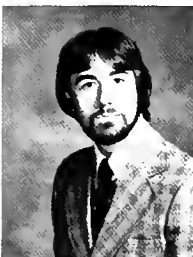
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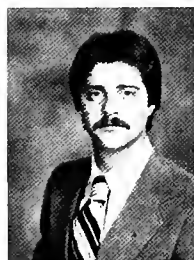
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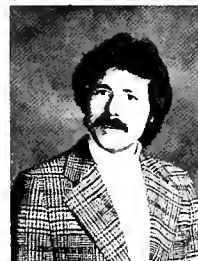


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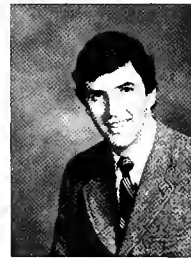
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Four Years, Or Eight Semesters Ago

I first came to UMass because of the great glazed donuts at the Coffee Shop. Since then much has "transpired" (college word for "happened"). Now whole wheat bagels are enticing new entrants.

As a graduating senior I empathize with Randy Newman, who groaned, "Oh, it's lonely at the top!" With a college degree I'll be playing a sophisticated game of "king of the mountain". The game is very competitive and goes something like this:

"Hey, no one up here with practical education. Throw that engineering student off!"

"Okay, the neighborhood is pure. Let's pass the time by yodeling." We shout down into the canyon. "GOT A JOB?" A soft echo reverberates back to us, "G-got a-a j-job?"

"Wait, there is an answer. Quiet! There it is again . . ."

A blunt reply floats up to us. "WHO DO YOU KNOW?"

"Okay gang, this calls for emergency name dropping." (Carefully tie little parachutes to these names: Teddy Kennedy, Sammy Davis Jr., Gary Trudeau, and Charles Manson). We toss the names over the cliff and hope one strikes home.

Ah, what is left. I've experienced so much in these past four years. What have I to look forward to? I've already "done" (the hip verb for "use") every drug imaginable — Maalox, Coricidin, Rosehip Vitamins, zinc supplements, and I even took a snort of Tang. I've already gone out with a woman who was on the pill — also I've experimented with other birth control methods and failed several times to create a few non-nuclear families.

I've already gone to 265 rock concerts — "No, that's not static you fool, that's the lead guitar." I've already chowed down pizzas with every topping conceived of — Ivory Soap shavings, avocado chunks, cream cheese, chopped up milk carton, and philadendrin leaves. I've already totally destroyed two apartments; the security deposit went towards the last month's rent, and a house — no security deposit at all, obviously the landlord didn't know we played darts or got violent over the Celtic's losses. Is this what is meant as a new "lease" on life?

So, what's left? Maybe I'll start an alfalfa sprout farm. No, better yet, I'll grow cheesecake.

Some things will gladly be left behind. I happily say "later" to conversations that end with "later". I'm done with cramming, jamming, and booking. I'll enjoy finding new exclamations for "dig it, get down, goin' down, wow, and your bad self." There will no longer be use for the salutations of "see ya, call ya, catch ya 'round". I can do without the academic complications of prerequisites, electives, major-minor and bush league.

I'll get back to the simple life. Maybe I can avoid the people with dead reptiles over the breast of their tennis shirts. Maybe I can actually meet some people who wear khaki pants for manual labor.

No, my college education has not been worthless. At least I've learned to come in out of the rain. Maybe I didn't learn to tie my shoes, but I have perfected walking barefoot. I've learned that anti-matter is not a radical movement.

Lastly, I've learned that the only way to end an article is to stop writing.

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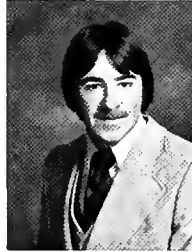
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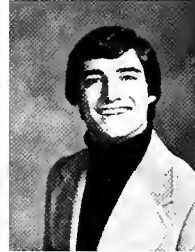
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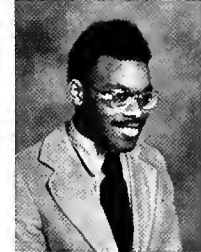
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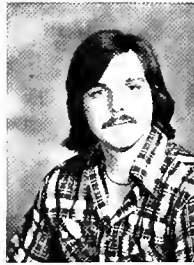
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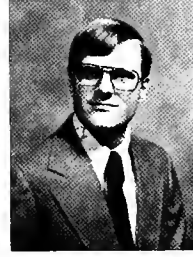
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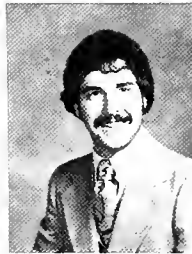
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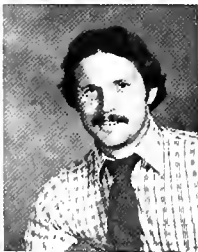


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Com. Disorders



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Natural Resource Stu.



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Stephen MacLeod
Plant & Soil Sciences



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Political Science

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Thomas Maffei
Forestry

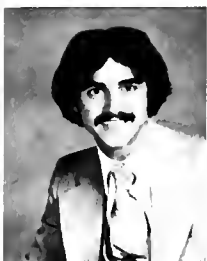


Ellen Mager
Communication Studies



Robyn Mager

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Marketing



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Animal Science



Deborah Mahler
Animal Science



Dennis Maletta
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Candid Malconado
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Sue Maller



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Richard Maltzman
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Gale Mangan
Environmental Design



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Julie Manning
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Gary Marchese
BDIC



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Zoology



Chester Marcus
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Roxanne Margolien
Home Economics



Jarinda Margolis



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James Marr
Zoology



Patricia Marsh
Education



Edward Marshall



John Marshall
Plant & Soil Sciences



Sheri Marshall
Public Health



Joseph Martens
Food & Resource Ec.



Elizabeth Martin
English



James Martin
Food & Resource Ec.



Julie Martin



Mary Martin



Pamela Martin
Com. Disorders



Poo & Boo Marx
Yip!



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Plant & Soil Sciences

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Dimitrio Massaras
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Brady Mayer



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Patricia McCasher



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Science



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Mary McDermott
Psychology



Marilyn McDevitt
Pre-Dentistry



Bruce McDonald



Carey McDonald
Geography



Carolyn McDonald
Education



Mary McDonald
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Peter McDonald
Marketing

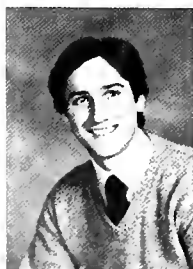


Stephen McDonald



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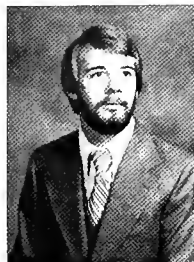
Stephen Miller
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Public Health



Tobie Miller
Human Nutrition



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Melanie Millman



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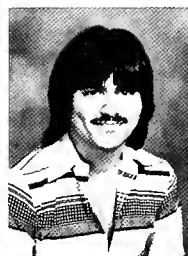
Edward Minson
Food Science



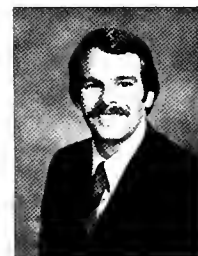
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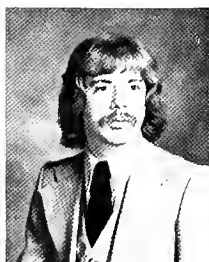
Charles Mitchell
General Business & Fin.



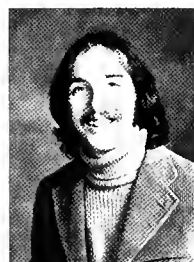
Michele Mitchell
Home Economics



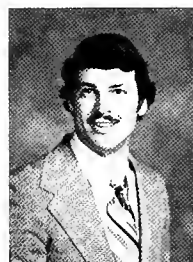
Steven Mitchell
Civil Engineering



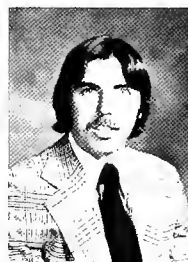
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Marketing



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Carol Nally
Food Science



Karen Nancie



Margaret Narut



Andrea Nash
Political Science



Nicandra Nassar
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Mathematics



Steven Navarro
Civil Engineering

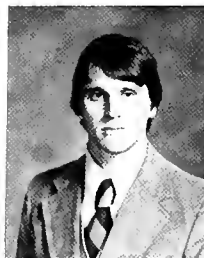
Somsak Naviroj
Mechanical Engineering



David Needle
Journalism/English



Michael Neff
Food & Resource Ec.



Hilda Neggus-Stilwell



Robert Neil
Economics



Bruce Nelson
Psychology



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Mechanical Engineering



Valerie Nicoloullas
Psychology



Thomas Nigro
Management



Debra Nimetz
Music

Lavek Nisenkier
Education



Robin Noble
Mechanical Engineering



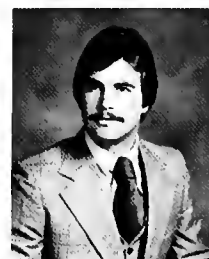
Janet Noel
Animal Science



Gary Noga
Accounting



Carl Noonan
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Colette Nadeau
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Dale Norris
Geography



Ann Norton



John Nosel
Communication Studies



Catherine Novak
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Samuel November
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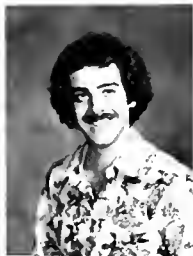
James Noymer
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Samuel Nutter
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Shelley Ober
Psychology



Daniel O'Brien
Park Administration



David O'Brien



Edward O'Brien
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Margaret O'Connell
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David O'Rourke
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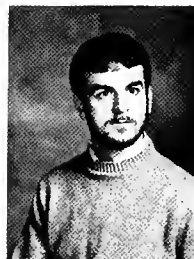
Earl Ottey
Education



William Ouellette
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Stephen Overton
BDIC

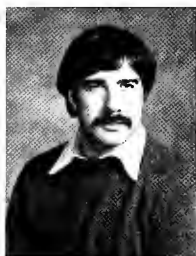


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David Papajan



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Teddy Pavet



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Forestry



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Virginia Peebles
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Joyce Peirotta



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Frederic Pepin
Marketing

Jeffrey Perchak



Martha Perdue
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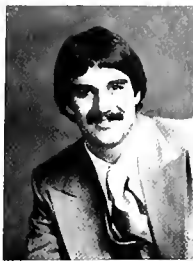
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Diane Perrone
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Janice Perry
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Marjorie Perry
Food & Resource Ec



Pamela Perry
Animal Science



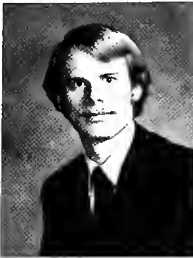
Daniel Petell



Carol Peters
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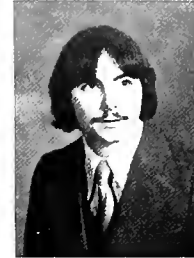
Anne Peterson
Psychology



Jeffrey Peterson
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Stephen Peterson

Nancy Petrucelli
Music



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Animal Science



Kristen Pettonen



Amy Peyser
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Karan Picard
Anthropology



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French



Deborah Piccluto
Public Health



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Leisure Studies



Giny Plonys
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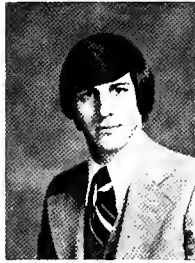
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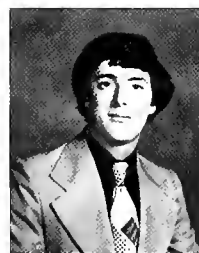
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Cheryl Reiter
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Helen Retynsky
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David Rey
Food Science



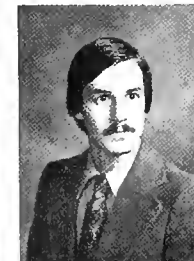
Patricia Reynolds
English



Paul Ribeiro



Donald Ricci
Environmental Science



Nicholas Ricciuti
Zoology



Adrian Rice
Marketing



Susan Rice
Education



David Richards
Accounting



John Richards



Steve Richards
Industrial Engineering

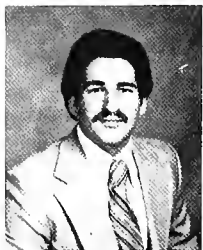


Beth Richardson
BDIC



Mari Richardson
Anthropology

Jack Richman
Political Science



Jonathan Richmond
Design



Leslie Riley
Accounting



Nicholas Risciuti



Marilee Robert
Education



Janice Roberto
Human Nutrition



Steve Roberto



Donna Robertson
Education



Hildred Robertson
Zoology



Bernice Robinson
Art



Colin Robinson
General Business & Fin.



Barbara Roche
Political Science



Jonathan Roche
History



Joseph Rocheteau
Food & Resource Ec.

Bruce Rodman
Management



Patricia Rogalski
Accounting



Anthony Rogers
General Business & Fin.



Gerard Rogers
Legal Studies



Ralph Rogers
Communication Studies



Anthony Romano
Economics



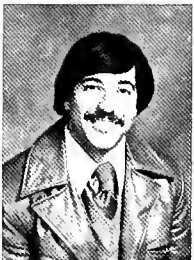
Elisa Romano
Zoology



Juliann Romano



Marie Romano
Marketing



Carmelo Romeo
Accounting



Nancy Roncetti
Public Health



Darien Rondeau
Chemical Engineering



Sheldon Rosenberg
Accounting



Ann Rosenbloom
Sociology

STUDENTS



Shelly Rosenbloom
English



Dana Rosencranz
Legal Studies



Robert Rosenthal
Plant & Soil Sciences



Denise Roske
Education



Jayne Ross
Public Health



Pamela Raabe
Victor Raboy
Daniel Rackliffe
Mary Ragozzino
Javier Ramirez
Jill Ramsdell
Ralph Ramsdell
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Thomas Rawinski
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Stephen Record
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Chad Rege
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Leo Riley
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John Rivera

Samuel Rivers
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Dennis Rysell

Laurie Rothfeld



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Computer Systems Eng.



Elaine Roviario
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Management



Jeanne Roy
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Peter Roy
Biochemistry



Barbara Royce
Chemical Engineering



Amy Rubin
Home Economics



Julie Rubin
Com. Disorders



Elissa Ruccia



Kathy Rucso



Pat Ruge



Robin Rumelt
Nursing



Thomas Russell
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Fisheries Biology



Joseph Russo
Food Science



Stephen Russo
Microbiology



Raymond Ruszczyk
Natural Resource Stu



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Nursing



Anne Rydzewski
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S

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Zoology



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Electrical Engineering



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Psychology



Theodore Safer
Zoology



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History



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Mechanical Engineering



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Music



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Park Administration

Kathy Sanlintonio



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Accounting



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Psychology



Christine Saras
Plant & Soil Sciences



John Sarna



Peter Sartanowicz
Wildlife Biology



Maryann Sattler
Human Nutrition

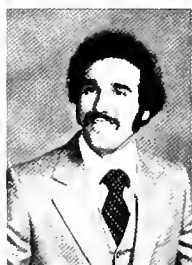


Richard Savage
Management



Annette Savatsky
Art

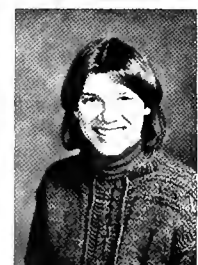
George Scangas
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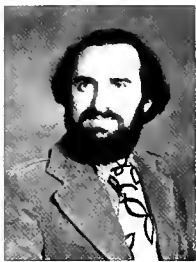
Cynthia Scott
English

Donna Scott
Communication Studies

Sandra Scott
Education

Philip Segal
Chemical Engineering

Donna Seifer
Management



Sandra Seletsky
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Communication Studies

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Mary Shea

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Joan Sher
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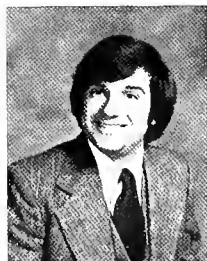
Bonnie Simpson
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Laurence Slovin
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Angie Small



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Paul Smith
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Peter Smith
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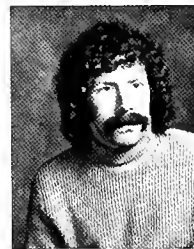
Richard Smith
Civil Engineering



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Michael Smolens
Journalism/English



Cindy Sobotka



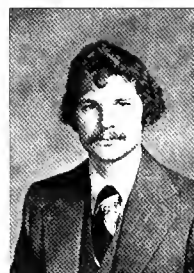
Gretchen Sohl
French



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Education



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Herbert Spitz
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Public Health



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Paula Strollo
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Psychology



Mary Sullivan
Education



Maureen Sullivan
Food & Resource Ec.



Meg Sullivan



Patricia Sullivan
Economics



Deborah Summers
HRTA



George Summers



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Political Science



Apisak Suragiat
Mechanical Engineering



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Virginia Salzmann
Ariel Salzmann
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Dana Samuelson
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S. J. Savage
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Leo Simon
Lisa Simon
Martha Simone
Michael Simons

David Simpson
Lynn Singer
Michael Singer
Mitchell Singer
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Marcia L. Smith
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Nancy Stevens
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Shirley Swanson
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Joan Sweeney
Paul Sweeney
Diane Sweet
David Swerdlove
Donna Sylvia
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Edward Szarlan
Walter Szeliga



Elizabeth Sweeney
Communication Disorders



Dale Syphers
Physics



Peter Szafir



Christina Tacka
Accounting



Olympia Talabach
Human Nutrition

Adele Tanner
Physical Education



Debra Tanner
Communication Disorders



Boonchal Tantinarawat
Mechanical Engineering



Donna Tardiff
Psychology



Cameron Tass
Journalism



David Taylor
Zoology



Vickie Taylor
Education



Alan Telkarl
Civil Engineering



Natercia Telxelra
Psychology



Dana Tefon

Diane Tessaglia
Zoology



Barbara Tetreault
Journalism/English



Laura Theodor
Psychology



Julie Thibault
Human Nutrition



Janine Thomas
Accounting



William Thomas
Communication Studies



Phillip Thomason
Botany



Diane Thompson
Nursing



Jane Thompson
Home Economics



Richard Thompson
History

Daniel Thurm
Zoology

Virginia Tierney
Anthropology

Mark Tobin
Plant & Soil Sciences

Susan Tombs
Political Science

Marie Tompkins
Animal Science



Nancy Tompkins
Animal Science

Joan Tomusko

Stephen Toner
Political Science

Allyson Toney
Physical Education

Tom Tooley

Kathyann Toomey
Economics

Andrew Topalian
Marketing

Timothy Tormey
Marketing

William Tortorella
Accounting

Paul Tosti
Mechanical Engineering

Steven Touloumtzis
Psychology

Bradley Towle
Zoology

Brian Towns
Chemistry

Annette Trapasso
HRTA

Peter Traynor
Accounting

David Tremblay
Accounting

Julie Tremblay
Human Nutrition

Paul Tremblay
Communication Studies

David Trull

Ann Tsoumas
Accounting

Marilyn Tucker
Psychology

Jonathan Tullis
Marketing

Linda Turco
Home Economics

Debra Turnbull
Accounting

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Stephen Taney
Robin Tarlow
Kenneth Tarnowski
Gregory Tarpinian
Tamsin Tasgal
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Claire Tebo
Linda Tempesta
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Daniel Tenro
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V

Kerry Valicenti
Education



Judy Van Handle
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Nancy Van Winkle
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John Vannochi
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Chris Viau
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Eduardo Villamarin
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Lisa Vinson
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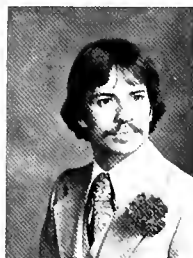


Phyllis Volin



Maria Voorhees
Education

Peter Wade
General Business & Fin.



Joanne Waide
Com. Disorders



Peter Wakefield
Industrial Engineering



Donna Walker
Education



Elizabeth Walker



Laura Uitto
Gary Ullasz
Hernan Ulloa
Julie Upton
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Nancy Vitone
Ralph Vittti



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Sharon Walker
Fisheries Biology



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Public Health



Sherman Wallen
Marketing



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Deborah Walters
Psychology



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Bonnie Ward
Political Science



W



Kay Ward
Sociology



Virginia Ward
Psychology



Dawn Warner
Theatre



Gary Warren
Marketing



Pamela Warren
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Leigh Watkins
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Management



Edith Webb
Plant & Soil Sciences



Leesa Webber
Com Disorders



Peter Webber
Science



Yvonne Weekes
Education



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Communication Studies



Deborah Weiner
Medical Technology



Marc Weiner
German



Jeffrey Weinstein
Marketing

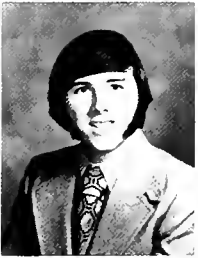


Kathleen Weise
Communication Studies

John Weisse
Political Science



Alan Welch
Management



Betsy Welch
Psychology



Michael Welch
Zoology



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Marketing



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David Wheeler
Computer System Eng.



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Spanish



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Astronomy



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Physical Education



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Education



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Political Science



Rosemary Whitney
Economics



Bruce Whyte
Environmental Science





Wendy Wiberg
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Psychology



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Microbiology



Terri Wilson
Communication Studies

Lauren Winograd
Education



Jerold Winston
HRTA



Robert Winston
Physical Education



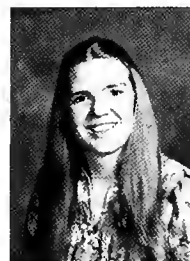
Katherine Winter
Music



Daryl Winters
BDIC



Susan Winters
Education



Michael Wish
Journalism/English



Karen Wisniewski
Education



Michael Wissemann
Plant & Soil Sciences



Martha Witherell
Nursing



Paul Wolf
Animal Science



Anne Wolfe
Psychology



Marie Woodman



Judith Woodworth
Psychology

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Ronald Walden
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Jeffrey Walker
Pierre Walker
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Russell Wall
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Gary Wolovick
Sylvia Wolter
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Priscilla Wood
Diane Woolf
Stephen Wrenn
Walter Wroblewski
Michael Wrzos
Franklin Wyatt
Ida Wye

Marjorie Woolf
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Janis Worth
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Joanne Wright
Political Science



Kelly Wright



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David Yamartino
Chemical Engineering



Margo Yargos

Martha Yarosh
Economics

Lydia Yasigian
English

Harry Yee
History

Marcia Yetter
Accounting

Margaret Yobst
French

Y

Choi Yong

Ronald Yorks
General Business & Fin.

Katherine Youland
English

Ron Yould

Christie Young
Human Nutrition

Gregor Young
Biochemistry

Francis Yung
Psychology

Karen Zabelski
Accounting

Karen Zaccari
Psychology

Walter Zagieboylo
History

Kurt Yaffe
Paul Yanowitch
Mary Yardley
Russell Yarworth
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Malerie Yolen
Brenna Yost
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George Young
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Alexander Zale
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Cheryl Zisk
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Myra Zuckerman
Laura Zweigbaum

Anthony Zarrella
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James Zaylor
Mechanical Engineering

Marna Ziegler
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Priscilla Zielenski

Charles Zilinski
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Christopher Zimmer
Forestry

Joel Zimmerman

Jeff Zink

Stephen Zinkowski
Science

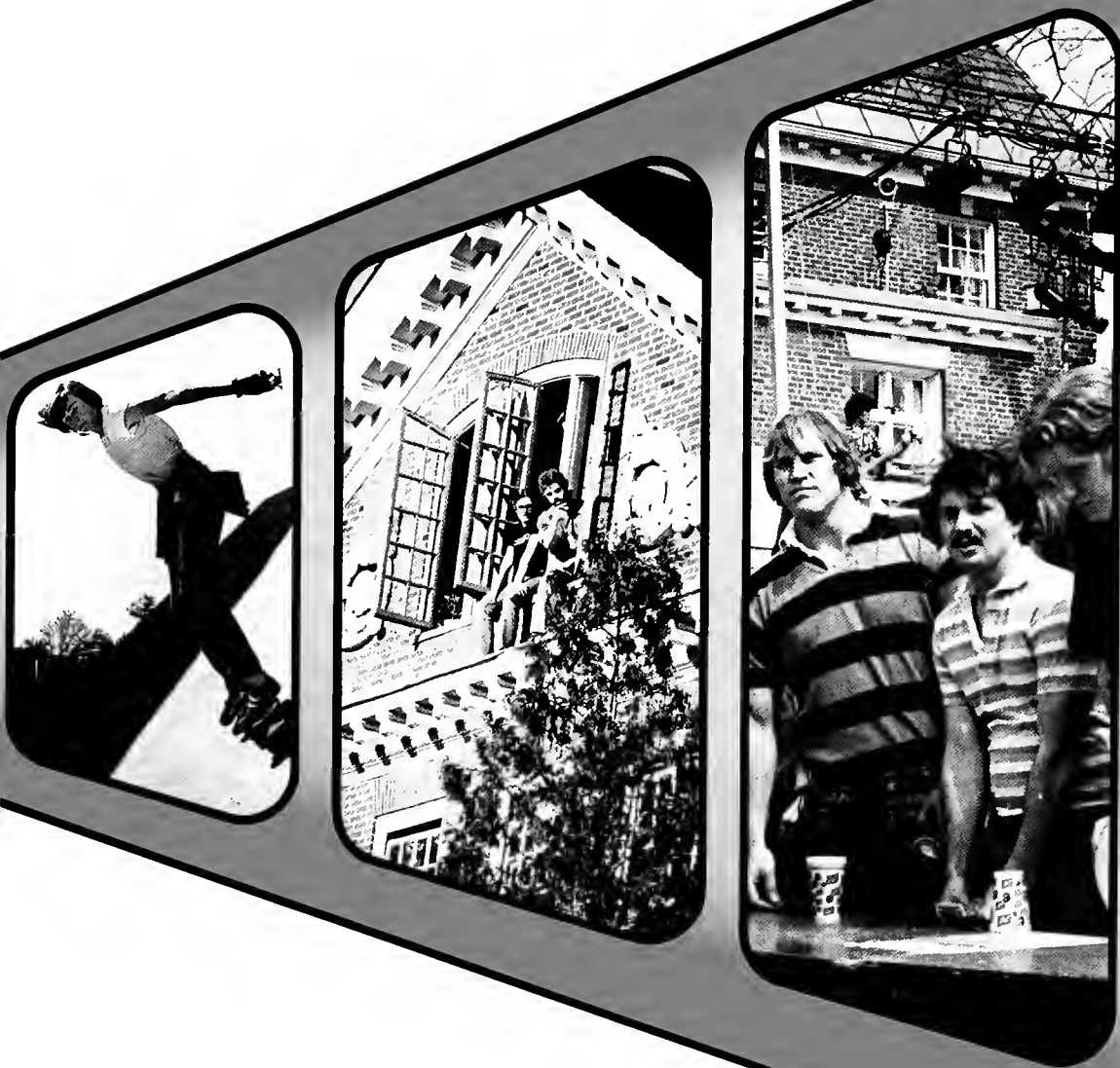
Z

Dale Zlotnick
Management

Russell Zora
Wildlife

Joann Zouranjian
Home Economics

Dana Zweig
Zoology



Instead of using the traditional approach to describe the living areas, we've focused on one aspect and perspective of each. Herewith Steve, Mr. Kamins, Shonda, Louise, Maria, Debbie, Rhona, June, Dawn and Sylvia share their thoughts . . .





THE HOTEL

The arrival of freshpersons in late August is always a hectic time for UMass administrators, and August 1977 was worse than most: it was at this time that they realized there was an acute housing shortage.

UMass has a policy of accepting more students than there is space for, and due to those who decide to go to other schools, and those upperclasspersons who decide to live off-campus, the numbers usually even out, and there are enough rooms for all who enter the domain of Metawampe. This year over 300 extra freshpersons and transfer students arrived at UMass only to find that there weren't any dorm rooms available for them.

After placing a number of the frantic students into dorm lounges, private homes, and fraternities, the Campus Center Hotel was the remaining option open to the administration; over a hundred students checked into the hotel at the University's expense. And how did those "fortunate" students feel about the situation?

"I was pretty mad," said Brian Burke, a hotel resident for three weeks and one of its early student leaders. "I had been calling the school for about two weeks before I came up here after I heard about the possible room shortage. They told me to wait until I got up here because they couldn't make housing assignments over the phone. They just didn't have any male rooms open, and they couldn't move us

into female dorms."

The idea of living in the hotel would seem inviting to many students, but most of those who had to live there felt it left a lot to be desired. "My friends saw me in the *Collegian* articles and thought I was a celebrity," Burke said. "We had a color television, air conditioning, the Blue Wall downstairs and an extremely nice house-mother who we all called ma. Then I explained the disadvantages. It threw my studying incentive off, we had no unity, and since none of us was sure exactly how long he'd be staying there, it was hard to build any solid friendships." Other problems these students faced were the lack of laundry facilities, colloqs, and an area government, and also, for a few days, they were ineligible to start work-study jobs because they didn't have a local permanent address (this situation was amended as soon as Dean Field became aware of it).

Legal Services Office (LSO) and Pierpont residents were especially helpful. "They told us about our rights, and were behind us 100%," Burke said. "They really helped us, and we can't thank them enough. All the publicity the *Collegian* gave us helped our cause too."

Male upperclasspersons were given the opportunity to move off campus to open more dorm rooms, but only a few left. The housing office tried to place the students in these rooms and in rooms vacated by students who dropped out; the hotel students were given the option of approving

of a room before moving in, and could turn down a room for a valid reason.

Burke and his roommate, Billy Walsh, moved into Patterson after about three weeks of "suitcase living". "Billy looks upon the experience as an outright victory for us," Burke said. "I look upon it as an advantage. We have gone through the system in direct contact with the administration. We learned a lot from the experience, but I wouldn't want it to happen again." Many housing officials would be quick to agree.

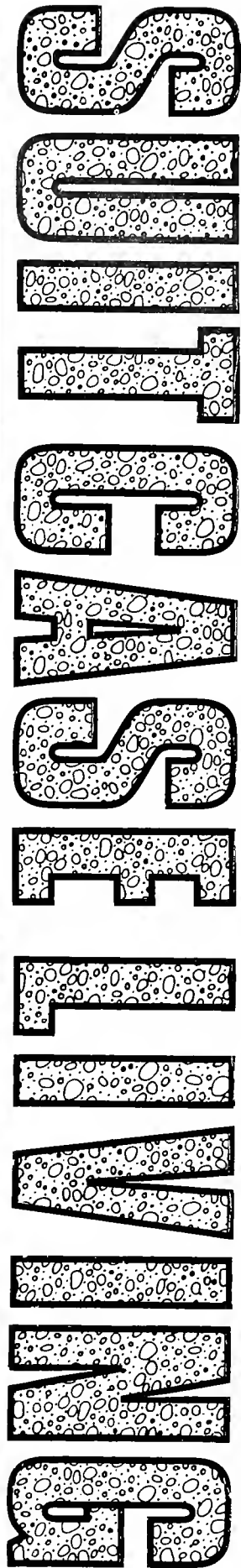
Burke, Walsh, and the other students subjected to "suitcase living" and who are now in dorms were reimbursed for the time they spent in the hotel. If this situation were to arise again, Walsh feels it would be due to ignorance on the part of the administration, but would like to help out anyone else who gets stuck in the same situation, so that they won't be as inconvenienced as the hotel students of 1977 were.

Although many former hotel students would rather forget that the problem existed at all, Burke and Walsh take pride in telling people about it. "We saw what the school was really like," Burke said. "Everyone was really willing to help." And for at least two students *Collegian* articles and photos still have a prominent place on the walls of their room in Patterson dorm.

— Ellen Plausky



AND DORM LOUNGES





THE RISE

When summer ignored my wishes and came again to Somerville last year, it suddenly seemed time to move away from the asphalt. It was our eleventh straight hot season in one city or another. Enough was enough.

Tree-shaded Amherst beckoned: cool and green, full of libraries at all the colleges, and offering cultural and political action to fill in for the city. It looked like a perfect setting for a freelance writer. Moreover, my wife got a job in Amherst, which is how we eat.

So we moved. But I have to report that my hopes for a peaceful life in the country have been thwarted. It turns out that certain aspects of life in Amherst overreach the bounds of human tolerance, which is what I am equipped with. Don't get me wrong — I'm not ready yet to move back to the city, but I do need some assistance here to make it possible to stay. A pin-

point artillery barrage would do it, or some armored bulldozers and a swinging-ball crane. History will exonerate those who help me. Alternatively, I will pay a modest honorarium.

The source of the trouble can be stated in one word: Southwest. I can see it out my window as I write this. I don't like to look, but I can see it. I can hear it, too.

The people who designed the towers apparently conceived of them as simple night storage space for the peaceful youth of college idylls. Obviously, none among them foresaw the potential for development there of the state's largest dope emporium, a monster five-barrel puffer whose exhaust can leave the Connecticut Valley stoned as far as Holyoke.

But that isn't my complaint. The real trouble is that life anywhere near Southwest means continuous aural exposure to the world's largest, loudest combination rock concert, free-fire zone and primal scream therapy center.

On the positive side, I admit that the experience has introduced me to some new and passionate philosophical inquiries. Among all the options in the universe, for instance, why does one 18th floor

room house both a student and a 23,000 watt amplifier? And given the immutable laws of opportunity and consequence, what power decided that that student could also have records to play? More basically, why — after the third straight attempt to broadcast rock and roll down the valley to Hartford at 3:30 a.m. — should such a student be allowed to remain alive?

And why, why did we ever rent a house so close to Southwest?

When we found this house still vacant, we thought it was sheer luck. The big towers down the block — empty then for the summer break — hardly drew our attention. We had no experience to prepare us for the terror that began with Arrival Day, the magic time each September when, in the space of twenty-four hours, Amherst is transformed from a set of crossroads into a raving traffic jam of motorized students. The air thickens as snorting cars butt and scream in the battle for parking spaces. Meanwhile, stupefied and whimpering parents carry tons of stereo equipment up Southwest's endless stairs, circling the quiet elevator shafts whose cars refuse to operate when entered by humans with objects in their hands.

We now know that this capricious elevator service accounts for some of the screamers in Southwest. Some. As for the rest, I'm told that the syndrome is well-known in New York City: people succumb



to the great metropolitan loneliness and simply begin to scream where they stand, usually on streetcorners. In Southwest, they open up the window at any hour and bellow out.

It takes two or three prime howls to provoke the fabled Southwest Screamer's Response Pattern (SSRP) which so intrigues local psychologists. Initial responses are usually simple prescriptions for the screamer's condition ("shut up" is the current favorite), and may be offered several times. But continuation of this first-level interface quickly attracts the needed "critical mass" of participants, and then begins the thrilling, high-volume exchange of information so basic to the university experience here. Students reveal that they have clocks, and can tell time. Others exchange anatomical descriptions and suggest experiments, or investigate kinship possibilities. Potential new food chains are described. The first screamer, meanwhile, sits back in the shadows to smile, dreamily reassured of company on his/her lonely voyage.

By careful experiment, I have determined that SSRP can overcome two sheets of window glass, a thickness of pillow, and any earplugs on the market.

And the dorms offer pyrotechnics beyond the outbursts of SSRP. Depending on their floor, the screamers and lovers of amplified rock may also take part in Southwest's continuing air-to-ground warfare. Alienated from the ground below and marooned aloft by the elevators, upper-floor students hurl down beer cans, water, and furniture into Southwest's courtyards, and float out toilet paper in festoons that lace downwind neighborhoods for miles. Aerial fusillades of fire-

AND DEMISE

crackers come down sparking and popping, pleasantly staccato in comparison to the blasts of the proximity-fuse cherry bombs.

Still, if all I had to deal with was the decibelic assault from Southwest, I might not yet be at the breaking point. But there are people inside those towers who are not content with long-distance harassment. I can identify them because I have seen them face to face as well as through the windows on their rooms (I use binoculars, if you must know).

Some of these marauders go jogging in the dark hours, and detour past to drop bottles and trash on our lawn. They think the night hides them. But I have my infrared gear. I see them.

During odd moments of sleep, I dream of unpopulated places, but the rest of the time I obsess on vengeance; bursting into the 18th-floor room like Wonder Warthog, sending student and stereo out the window with tremendous kicks. Off, then, through the halls, to tommygun the screamers' doors.

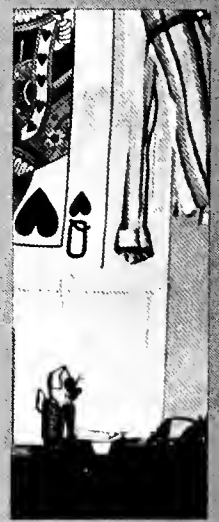
You can see what is happening. A great career (take my word for it) is being mired in the swamp of violence. My work is at a

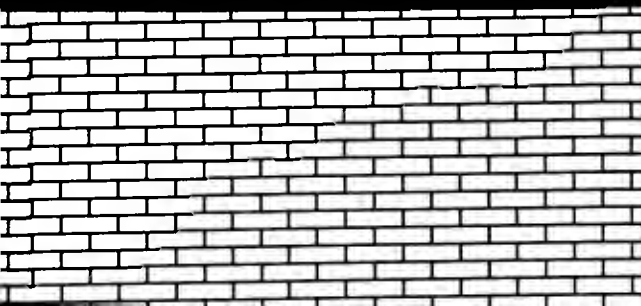


standstill. The only thing I have been able to produce in weeks is this justification for the acts I feel increasingly compelled to carry out.

— Steve Turner

(This article originally appeared in *New England Magazine* in the *Boston Globe* on January 30, 1977.)







Patrick Kamins is the manager of the following apartment complexes: Latern Court, Northwood, Cliffside, Presidential, Colonial Village, Cederwood, Swiss Village, and Village Apartments.

"Everybody thinks I own these places. I don't. The owners wouldn't hire me if in fact I didn't come on like I owned these places. I have more problems with the owners than I do with the tenants."

Index: Do you feel that the University could provide better housing?

Kamins: Yes, at an expense. They're doing the best they can at the University. The students are ripped off in the sense of standards. If you like confusion, if you like a lot of boyfriends around, you've got to go to the high rise. I can't provide that for you at Cliffside or Colonial Village. Some kids love that; they enjoy that. I'll not deny that, but dollar for dollar they're getting ripped off: in privacy, in their standards, and in what they're used to at home, I'm sure.

I: How do you feel about the fact that the University makes it so hard for students to

live off-campus?

K: They're a business in themselves. They're doing the best they can, and the best by our standards is not good enough. I'll challenge them one on one — anyone — that I have the best. There's no graft there. I think they're doing a terrific job, but the private sector can do better.

I: Would you say that mostly students live in your apartments?

K: No. That might surprise most people. Presidential is 99% faculty and professional people.

I: With families?

K: Not so much, no. A very important question as far as the town is concerned — a family constitutes children. No, just faculty, single types. We have many one bedrooms there. Not too many kids. From the townperson's level, children are an expense — a tax expense. I don't believe there are seven children at Presidential. I'm just old enough to tell you that the Board of Appeals, and the people of the town who set up multi-unit housing took this into consideration. Let's take 200

units of Colonial Village design; the Board of Appeals and the town authorities levied just how many two bedrooms, how many one bedrooms, how many three bedrooms. It doesn't take much to understand that three bedrooms mean children. Three bedrooms, children, and the taxpayers' dollar just means taxes — you have to educate the kids. And I must say, those people, when they put together the by-laws, took this into consideration and left the kids out. It was definitely industry to the community, but didn't take out on the tax dollar because there are so few children using up the tax dollars in the community.

I: Are there certain apartment complexes that are mostly students?

K: Yes, each complex has a personality in itself. A young person like yourself comes through the door, and you have a lifestyle of your own. Do you want to live with the professors of the community? No way. So I tell these people, and they don't. A young person does not live at Presidential. I don't really know you. I'd size you up. A young married type, yes. All utilities \$185.00 per month; that's quite a buy by anybody's standards and we're proud of it, and it's filled — I've never had a vacancy. Maybe if you were a young married type that's where you would belong. Colonial Village. A personality in itself. Living with young married types. Now let's go next door — Swiss Village. Now that's a different ball game entirely. Four bedrooms, a bunch of swingers. It's inexpensive, it's also much in demand. There are no vacancies. Amherst College

PRESIDENTIAL

APARTMENTS

950 North Pleasant St.

Rental Agency
KAMINS REAL ESTATE
55 NORTH PLEASANT ST.
253-2515

rented half of it.

I: Do you have any problems with tardy rent, or students causing damage or walking out?

K: 99% of the students are beautiful people. The people that get ripped off: they didn't get paid, their apartment got wrecked, they're the exception. From my twenty-seven years in the business, I'll take a student over any other type of person.

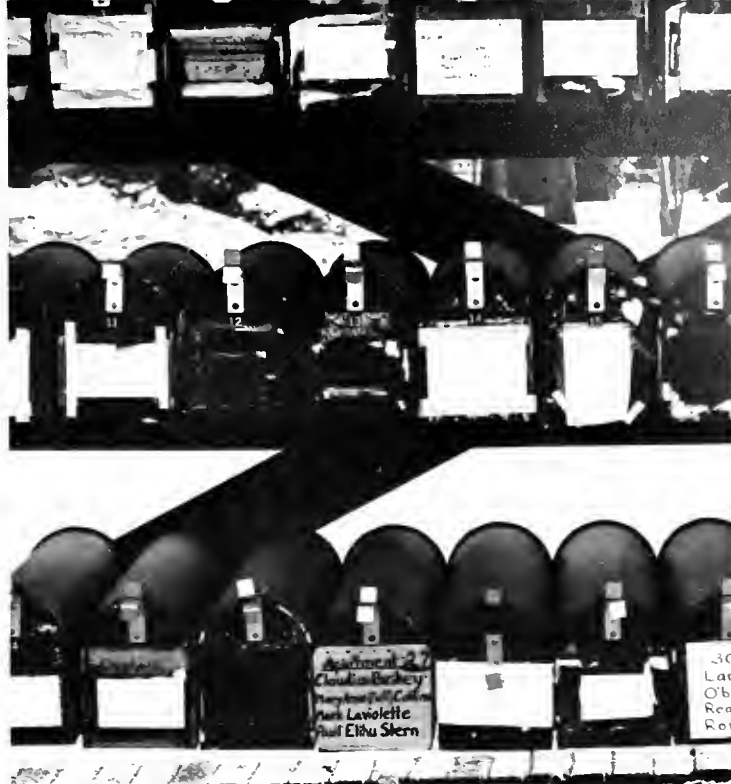
I: Why?

K: I treat them just like my kids, and I have. You mess up the apartment, I'm going to call your mother and father.

I: You'd really do that?

K: Oh, I have. Of course I'd call your parents. Many times the parents come in and introduce themselves to me — especially with girls. Look at me. I'm old enough to be a father image. Fathers have rights. Mothers have rights. They come in here, they like a father image to be a landlord. I'll play the part. And I'll call your old man if you don't pay your rent or cut it up. You've got no credit, and what do you have for a job? You obligate yourself with \$200.00 plus apartment. You've got no income. Who's behind you? Mommy and daddy.

This is good. This is a community. This is a student community, and if the elders don't take you on as a daughter, somebody's hurting . . . The fallacy that students are no damn good is not so. If it wasn't for you, we wouldn't have such a lovely community.



OFF CAMPUS

PRESIDENTIAL
APARTMENTS
950 N. PLEASANT ST.

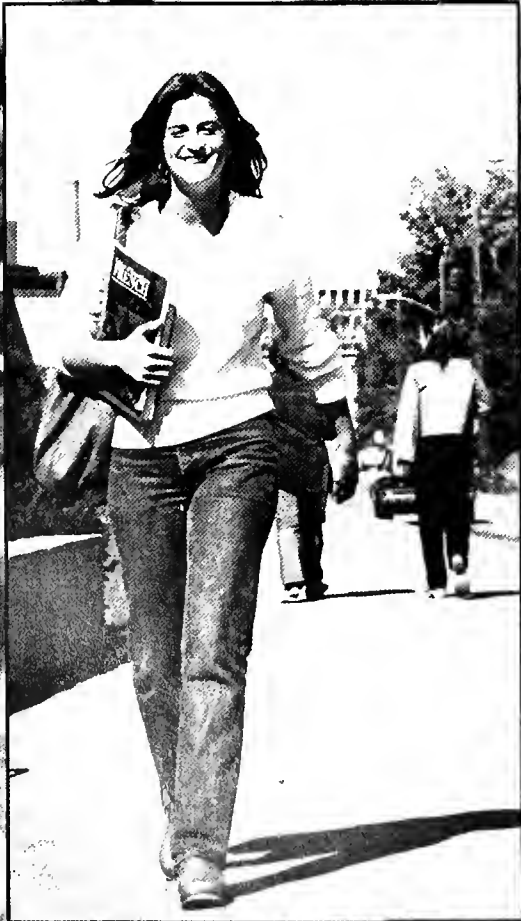
COLONIAL VILLAGE
APARTMENTS
77 BELCHERTOWN ROAD
800 SOUTH EAST STREET

SWISS VILLAGE













Shonda

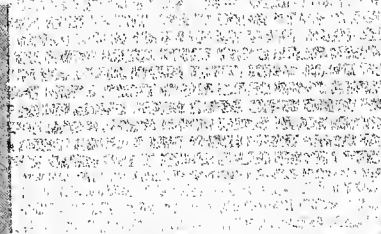
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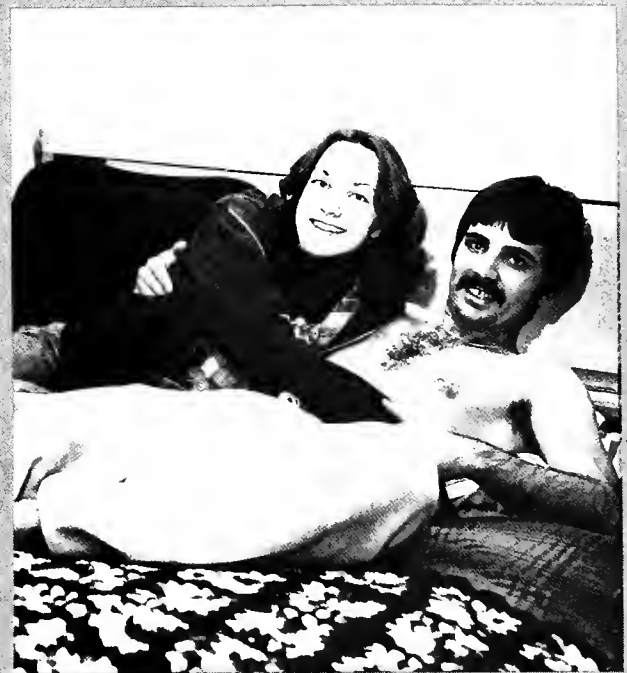
Sometimes I like living here at Johnson House and sometime I don't. The reason why I like it here is because my friends, my teachers and the students are very friendly. The reason why I don't like living here is because sometimes some of the students drink at midnight.

Shonda Natile Hunter

Shonda Hunter is the seven year old daughter of Cheryl and Ken Shain. Cheryl is the Head of Residence of Johnson House in Northeast where Shonda has 125 older "brothers and sisters".









We are thirty-two people. Some of us came to UMass for four years. I, Louise, came up as a freshman with best pal, Jill. Others came from community colleges after two years. The common denominator was fifth floor Webster, "Jive 5". We got off campus by junior year. We got back together, and here's how it was:

Chris: It was far enough away to be considered secluded, but not isolated, from campus.

Louise: My memories include sliding down the hill in the winter. Ice city. Stumbling down the hill on weekends (and many weekdays).

Debbie: Thank goodness at times that the infirmary was so close.

Patty: If you didn't have hiking boots during the "thaw"- forget it.

Sly: There were so many paths to take.

Stephanie: It's crazy.

David: Wild; drugs, sex, alcohol.

Judie: The orchard definitely makes it the best.

Michael: The campfires out near the observatory were excellent, intense experiences. People were hanging from trees, toasting sausage, marshmallows and their minds.

Wado: Crazy people, small corridors. I love the orchard out back in the spring. First come the blossoms, then the frisbees, and finally the bikinis.

Kevin: I'll never forget those walks across the path from Sylvan the "mornings after".

Scott: There's a lot of debris stricken

dirt balls up here and we love it.

Rich: The walk to the D.C.s is worth it 'coz the food is just so delicious!

Nancy: Being an R.A. was good; having a single was good; . . . I liked it, I liked it a real lot. Sure, you could party, or study, or whatever.

Elaine: My most vivid memories are the bands that play during the spring in the bowl and tennis courts.

Nick: The kegs, the joints, empty bottles, empty baggies, empty pants (OOPS!), radios and lots and lots of nice people.

Brenda: Remember the initial shock of the parents to see their little baby swallowed up in a co-ed dorm, a co-ed bathroom, "Oh no! We've lost her."

Hot Cross: It's definitely "buns up"!

Terry: Classes were pretty far away.

Susan: The water fights.

Jan: The semi-formals.

Ed: The floor breakfasts, suppers; the feeling of unity.

Cindy: The place where I met my husband.

Bill: How about the time when Amherst Towing came; we heard it over the dorm intercom, and all the Webster residents rushed to the balconies. We threw paint, eggs, furniture, obscenities, and we won!

Peter: The dorm fights between Grayson, Webster and Dickinson. ("Dickinson sucks. Fifth floor Webster has crabs").

Del: That sad feeling the day you moved off campus (which soon turned to glee when you realized that food could be

edible).

Kevin: All I remember are those crazy Thursday nights. Barely remember the walk (stumble) down the hill, and never never the walk back up.

Michael: The stereos blaring out the windows. Some one somewhere was always up and about at any hour.

Stan: I really got off on the night people; the partiers.

Gun: It was the scum of the earth, and I hated that pit.

Jeff: I could relate to people at any level, but I had to drop out for a semester due to heavy whist playing.

Sue: The opportunity to expand yourself through Orchard Hill courses initially attracted me to the hill.

Pat: I figured I had to lose weight and what better way than walking up the hill at least three times a day. Too bad the journey was usually to the D.C.s and the bus service was so good.

Doreen: I'll never forget the trips through the woods or the picnics with Steve in the orchard.

Paul: I enjoyed the fact that the dorm rooms were so unique as well as different from each other. You could always move the desks or dressers around.

Jim: The most exciting times were bunking and unbunking the beds.

Jane: Orchard Hill is the place where I met some of the best friends I know I'll ever have.

'Nuff said.

— Louise Merrick



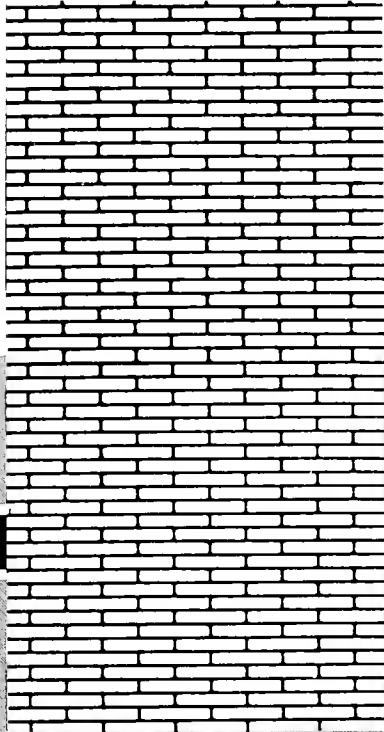
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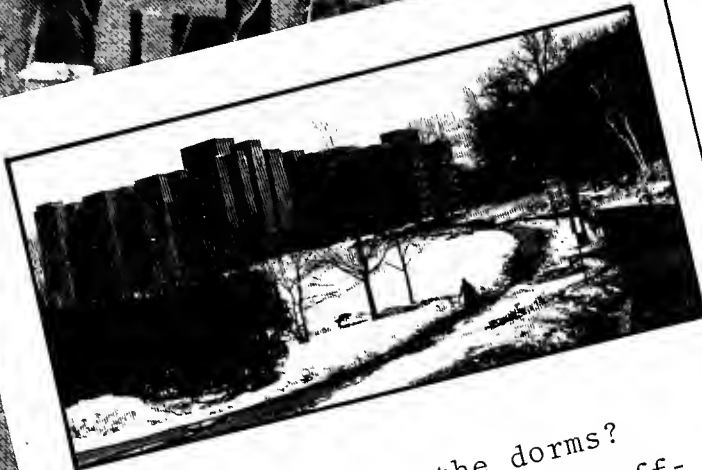


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ARE you tired of the dorms?
 ARE you too young to move off-
 campus?
 DO you have 5-7 friends in the
 same predicament?

If so, then you sound like the
 perfect people for SYLVAN the
 remarkable new "undormitory"
 that offers suite living.
 That's right, and you can live
 in a suite with your friends for
 only pennies a day more than it
 would cost you to live down the
 hall from each other in a
 regular dorm. Too good to be
 true? Here's more.

SYLVAN is:

- **A short walk up the hill
 from Northeast.
- **An easy bus ride to classes
 aboard the Orchard Hill bus.
- **A suite equipped with both
 single and double rooms, a
 shower and bathroom, and a
 group living area.
- **Three buildings; Brown,
 Cashin and McNamara. Each is
 divided into 66 suites.

The SYLVAN AREA offers:

- **It's own radio
 WSYL-FM.
- **It's own televi
 WSYL-TV.
- **A craft shop.
- **A darkroom.
- **The Women's
- **The Men's
- **The Subway
 sub shop 1
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Each building
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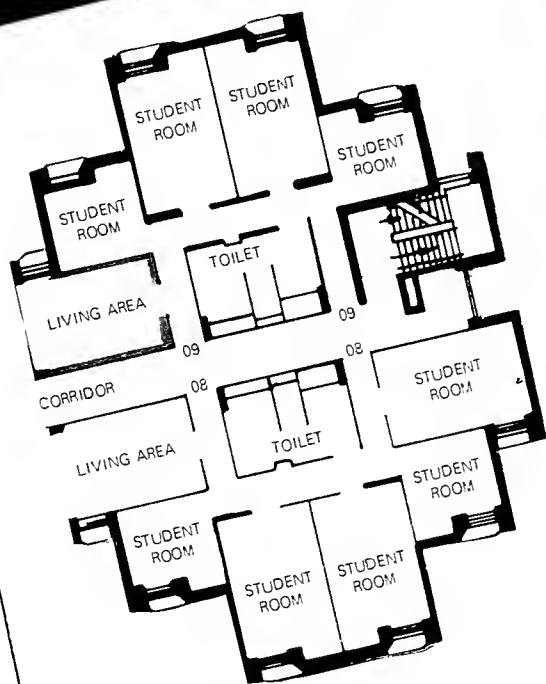
student-run
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McNamara.

in the SYLVAN

ounge with couches
or television.

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ation room with pool
pong tables.



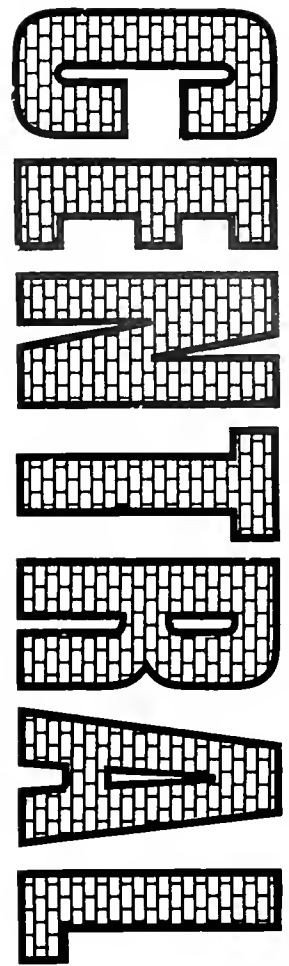
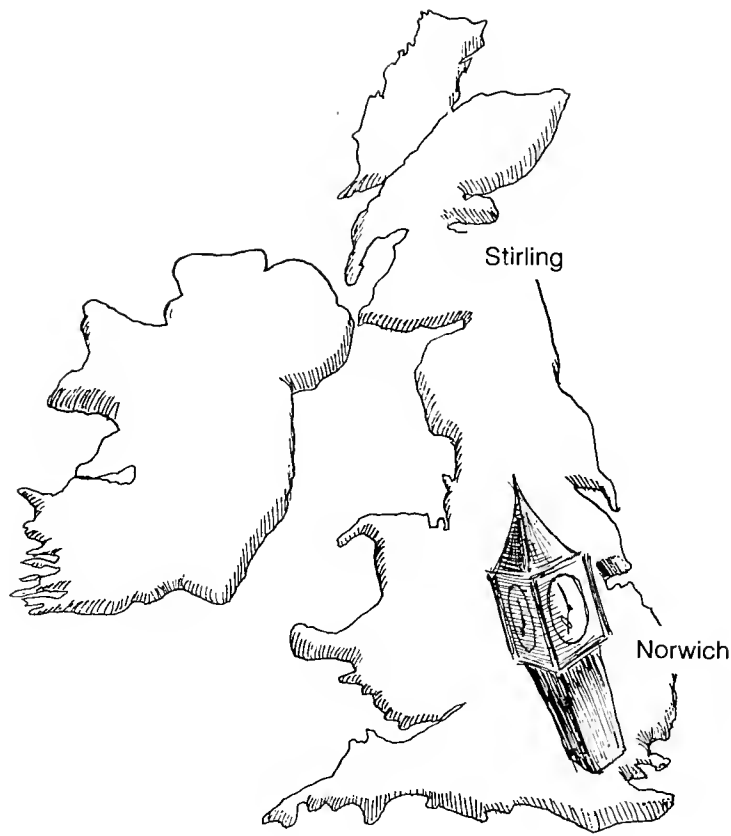
Here are two responses from
satisfied residents:

"When I was placed in Sylvan
as a freshperson, I was afraid
that the suite arrangement
would inhibit my making friends
outside my immediate living a-
rea. But I found that with
just a little persistent out-
goingness I could meet anyone
in the dorm...in fact even on
campus. I like the suite also
because you don't have to lis-
ten to a floorful of people
when you want to study or sleep."
Sylvia VanWrinkle

"I used to live in Southwest
I hated it. I like the seclud-
edness of Sylvan. My suite-
mates are kind and cooperative
and friendly without being
possessive. I love it here."
Dawn Fawn



PAR AVION



Dear Cathy,

So far I love it here. I have a single bed room with lamp, desk, sink and closet. We do our own cooking here. To buy food we take a bus into town. They have a marketplace where there are fruits, vegetables and meats - it's all in little stalls. I live on the 2nd floor. There are 14 women on my corridor and 1 German gentleman who got put there by mistake. 3 are Americans, 2 Germans, 1 Swiss, 1 Malaysian, some English, etc. You could say it's very international. Most of the women on my floor are very nice but really strange. Next door there's a woman (26) from Malaysia who's super nosey. The woman across the hall (26) is English, and is married to Mozart, Bach and a lot. There seems to be more individualism here than at UMass. It's hard to cast anyone as a typical type. The actual meeting of people, going to classes etc. is just like at home. Sometimes I forget that I'm not in the states.

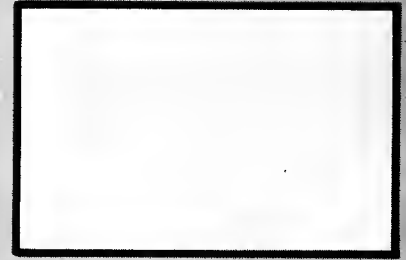
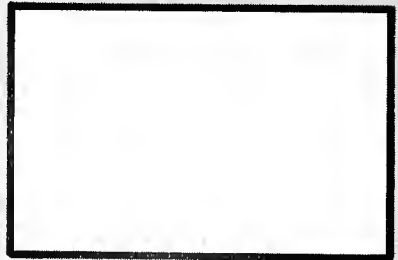
The location of the dorm is excellent. Classes are all within a 2-3 min. walk. Very convenient place. There are excellent movies almost every night. For example: Kenny, J.C. Superstar, French Connection etc. Then there are always bands and discos going on. Each week I play basketball, squash, contemporary dance, ceramics, cook study and party. Last week I went to London. It's very much a social school.

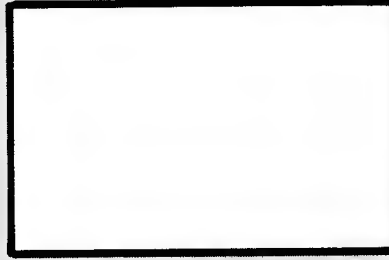
Most students have 2 courses / term. averaging 8-10 hours of class / week. There's a lot of reading, but you can get by with as much or as little as you want - like anywhere. Well I've got to go. Take care and write soon.

Love,
Maria.

Maria Lucas is a UMass exchange student to the University of East Anglia in Norwich.







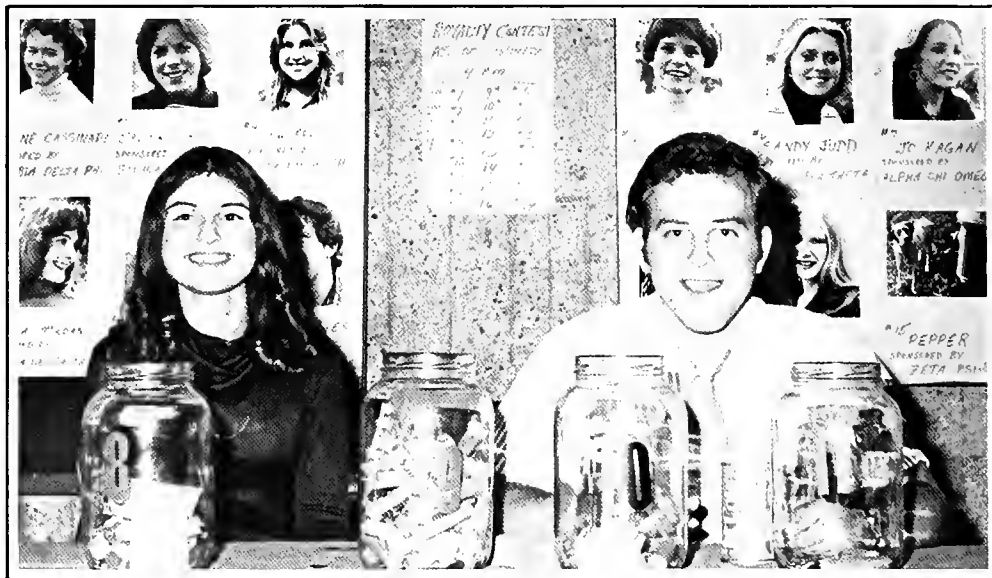
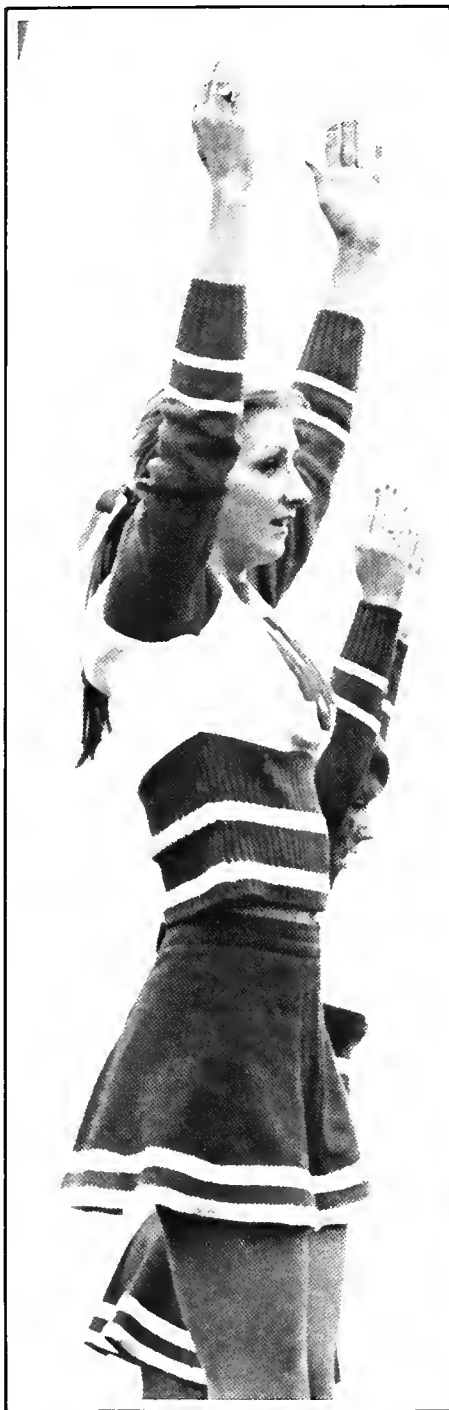




"And let your best be for your friend.
If he must know the ebb of your tide, let him know its
flood also.
For what is your friend that you should seek him with
hours to kill?
Seek him always with hours to live.
For it is his to fill your need, but not your emptiness.
And in the sweetness of friendship let there be laughter,
and sharing of pleasures.
For in the dew of little things the heart finds its
morning and is refreshed."

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Upsilon

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"You're in a sorority," my co-worker exclaimed, "you don't seem the type."

That's always the reaction I invoke when I tell people I'm in a sorority. And since being pledged last November I still cannot figure out what the sorority type is. As much as this campus has changed in the past few years, the "sorority-girl" image still prevails. You know, matching sweater-skirt outfits, of which I don't own one. We all drink lots of beer, stay up all night partying (I wish!!!). Oh, and I almost for-

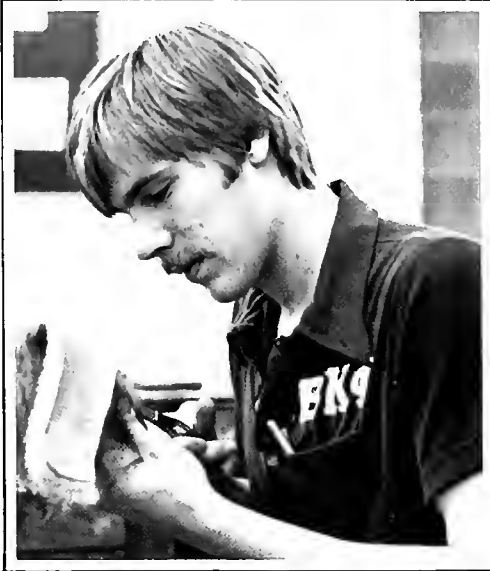
got, we date all the eligible (?) fraternity men. We're all supposed to be frivolous and very superficial. Maybe some of us are, but for the most part we are here just like anyone else, for an education.

Of course any Greek that you speak to is going to defend their house with furor. Belonging to a house gives you a special feeling and on a large and sometimes unfriendly campus it's nice to know you have a place to call home.

All fraternities and sororities get their members by sponsoring rush parties. The structure and format of these parties varies from house to house. Most

fraternities, for example, have a keg of beer and invite people they know from the dorms or their high school class who they think will make good members in the house. In a sorority a lot of planning goes into rush parties as most houses work with a particular theme like a wine and cheese or sundae night. The biggest difference in rush between fraternities and sororities is that sororities pool their resources and sponsor a very publicized rush at the beginning of the fall semester. The Panhellenic Council develops the master rush program for all the houses and aids each house with any problems that might

GREEKS



AAU

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arise during the rush period.

After a candidate goes through rush they get pledged into membership. Pledging is perhaps the most misunderstood part of the Greek area. Pledging is even misunderstood by pledges. Pledging is simply the time period in which a person gets to know more about the house and its members. It is an in-between period where you are a member but not yet a brother or sister. Most outsiders to the Greek area have only seen the crazy part of pledging, like a pledge dressed up in a crazy outfit singing at the Pub. Or maybe when they were walking

down North Pleasant street they saw the Beta Phi pledges playing in a mud puddle. It's too bad that these people don't get a chance to see the serious side of pledging because it really is a rewarding experience.

Although the Greek system is well known for St. Patty's Day, Busch Fest, and Schlitzarama, it's greater assets are not known. The area government, Greek Council, has representatives from every house. They meet every other Wednesday night and plan, in addition to the all-day drinking marathons, events that are fund raisers for charitable organization. Greeks also

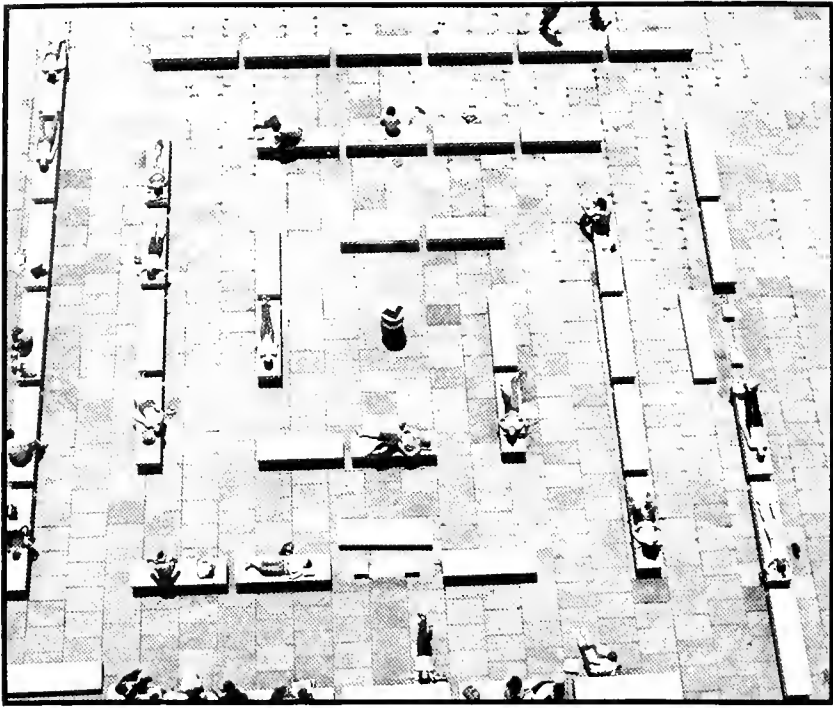
volunteer their time to such programs as Belchertown State School, Board of Governors and the University Tour Guide Service, ARCON.

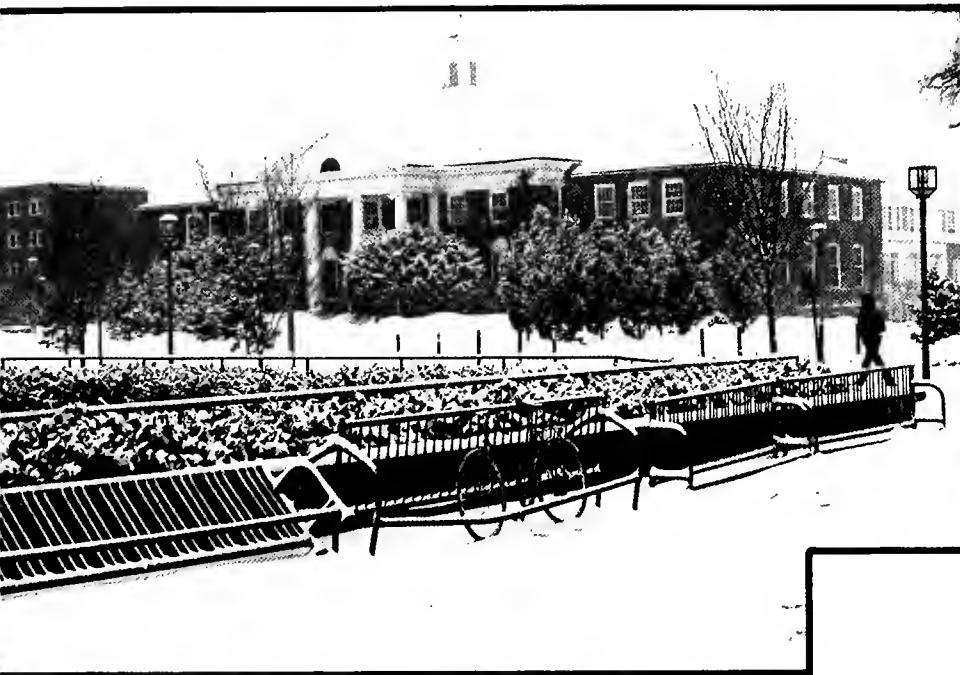
My experience in the UMass Greek area has been a very enlightening one. Just like anything else on this campus, the experience is what you make it. I entered the Greek system with this attitude and empty-handed and when I leave I'll have gained a rewarding experience and an awful lot of good memories.

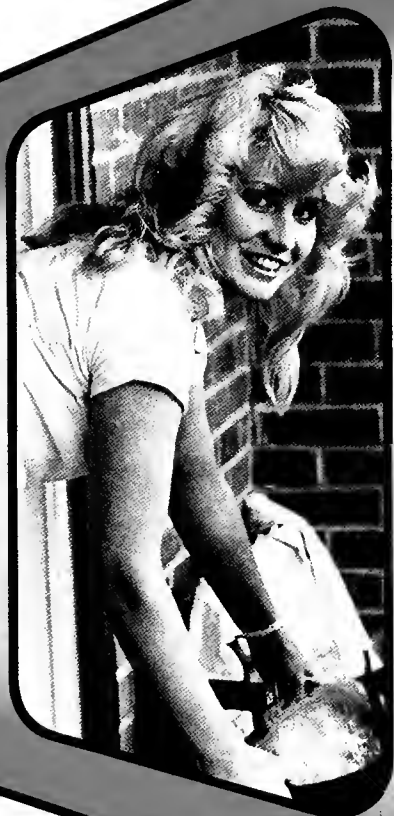
— June Kokturk

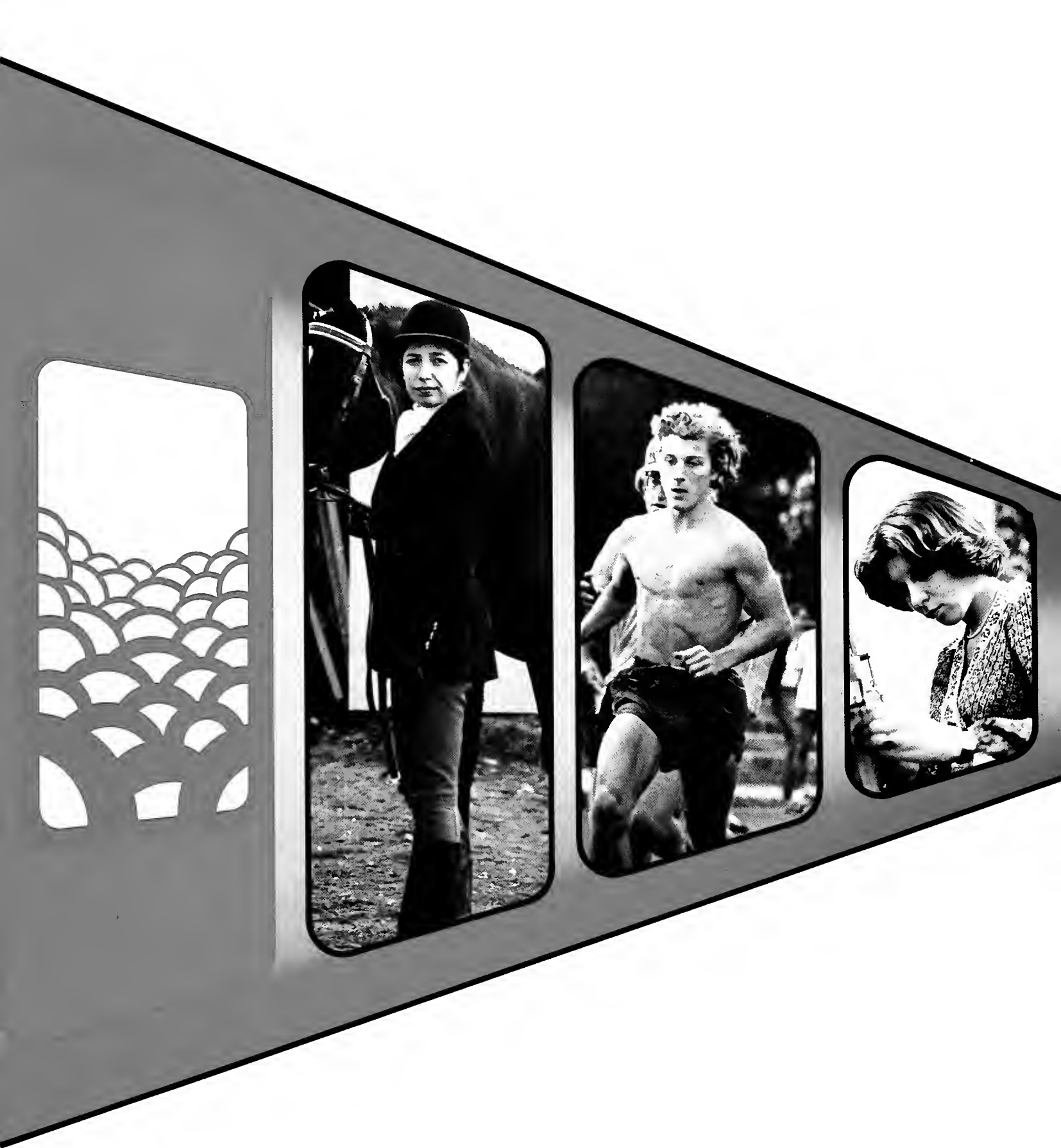












There's an organization on campus for almost everyone. But if none of the 400 groups appeal to you, you can start one of your own.

Accounting Association
 African Institute Martial Arts
 Akas
 Aikido
 Air Force ROTC
 Alpha Zeta Warr Society
 Alternative Energy Coalition
 Amateur Radio Association
 Amer Inst in Astrl Engrs
 American Engrs Study Club
 Amherst Stud Coal Against Racism
 Animal Science Club
 Aquatic Club
 Arch Organization
 Arbor And Park Management Club
 Armenian Club
 Armist Air Society
 Asian American Conference-UMass
 Asian American Student Association
 Astrology Club
 Astronomy Club
 Bahai Club
 Bannigan Enterprises
 Bulchertown Volunteers
 Beta Alpha Psi
 Beta Chi
 Billing and Collegiate Program
 Pike Club
 Black American Music Festival
 Black Mass Communication
 Black Scientist Society
 Bolwood Project
 Bookings Club
 Business Club
 C.A.S.
 Campus Crusade for Christ
 Campus Girl Scouts
 Cancer Destruction Group
 CC Check Cashiers Service
 Chivalry
 Chi Omega
 Chile Solidarity Committee
 Chinese Club
 Chinese Student Club
 Christian Science Organization
 Cinema Club
 Classics Society
 Coalition for Environmental Quality
 Collegiate Flying Club
 Comm Liberation of S Africa
 Communications Directors Club
 Computer Collective
 Dorian Students Group
 Distinguished Visitors Program
 Drum
 Earth Foods
 Eastern Mountain Concerts
 Easy Rider Service
 Educational Research + Advocacy
 Equestrian Club
 Federal Credit Union Association
 Fencing Club
 Five College Transportation
 Food Science Nutrition Club
 French Cuisine
 Fruit and Vegetable Club
 Gamma Sigma Sigma
 Grass Roots Coop School
 Handicapped Students Collective
 Haymakers Square Dance Club
 Hill
 Index
 Indian Association
 Inkblot Club
 Int Womens Week
 International Club
 International Socialists Comm
 Irish Cultural Society
 Issues in Agriculture
 Italian Club
 Japanese American Club
 Johnson House
 Jude Club
 Krishna Yoga Society
 Kung Fu Club
 Lab Technology Club
 Landscape Operations Club
 Local Services Office
 Lesbian Union
 Lutheran Students Organization
 Marketing Club
 Mass Third World Alliance
 Massachusetts Daily Collection
 Messing
 Motorcycle Coop
 Music Theater Guild
 Nalae
 Nativities
 NE Area Computer Dating Party
 Newman Club
 Non Traditional Student Assembly
 Northampton Volunteers
 Numb News
 Off Campus Building Office
 Okinawan Karate Club
 Okinawan Martial Arts Association
 Outfront Collective
 Outing Club
 Peoples Gay Alliance
 Peoples Market
 Peoples Newspaper Coop
 Philosophy Club
 Pioneer Valley Juggling Association
 Plant and Soil Science Club
 Polish American Association
 Pre Dental Club
 Pre Medical Society
 Pre Vet Club
 Program Council Exec Committee
 Program Council Recreation



UMASS CIVIL ENGINEERING DEPT. CONCRETE CANOE TEAM

Major Contributors

Engineering Department
Outing Club
Wood Technology Dept
Civil Engineering Shop
UMass Pep Band
William Beech-Dist
Staff Students of the Civil Engineering Department

Rohm Haas Company
Norton Company
Dryvit Systems Inc.
Master Builders
Cook Builder Supply
Pete's Package Store

UMASS

UMASS



Recreation Club
Red Cross Student Volunteers
Revolutionary Student Brigade
Roster Drivers
Room to Move
Rugby Club
Sack-Masochism Club
Sailing Club
Science Fiction Club
Scuba Club
Senate Finance Committee
Senate Special Projects
Senate Summers End Concert
Senior Day
SGA Special Projects
Ski Club
Ski Cooperative
Society Collegiate Journalists
Society of Women Engineers
Spec Childrens Playlab Players
Spectrum
Sporting Goods Coop
Sports Parachute Club
Stockbridge Accounting Club
Stockbridge Senate Operations
Stress
Strategy Games Club
Stud Judae Sanctions Fund
Student Activities RSO Office
Student Automotive Workshop
Student Center for Educ Research
Student Consumer Affairs Council
Student Nurses Association
Student Organizing Committee
Student Senate Auto Pool
Student Senate Book Loans
Student Senate Field Trip Soc
Student Senate Note Service
Student Senate Operations
Student Senate Recycling Servi
Student Union Crafts Shop
Student Video Project
SU Campus Center Governing Board
Summer Program Art Exhibition
Summer Program Coordination
Summer Programs Crafts
Summer Program Films
Summer Program Intramurals
Summer Program WMUA Support
Symposium on Indian Struggles
Teen Learning Center
Tennis Club
Thatcher House
The Cape Cod Club
The College Church
The Russian Circle
The Source
The Way of Massachusetts-UMass
Theta Chi
Third Floor Social Club
Third World Womens Center
Thoreau House
Ticket Booth Service
Turf Management Club
UMass College Section Home
Economists
UMass Table Tennis Club
USCC
UM Tenants Assoc Day Camp
UMass Bicentennial Fair
UMass Bicycle Cooperative
UMass Bowling Club
UMass Bus Drivers Association
UMass Chess Club
UMass Christians
UMass Coin Club
UMass College Republican Club
UMass Crew Club
UMass Democrats 78
UMass Dye Club
UMass Field Hockey Club
UMass Frisbee Team
UMass Hing Gliding Club
UMass Hockey Club
UMass Karate Club
UMass Squash Club
UMass Student Dietetic Association
UMass Volleyball Club
UMass Womens Soccer Club
Unappropriated Surplus Account
Undergrad Communication Committee
Undergrad Economics Council
Undergrad Students in Psychology
Union Stereo Coop
United Christian Foundation
Univ Impact Study Commission
University Day School
University Payroll Control
University Photo Coop
University Store Control
Upstarts
US China Friendship Association
Van Meter North House
Van Meter South House
Veterans Service Organization
Vita Outreach Program
Volunteer Fire Department
WHLK Radio Station
Webster House
Weichlifting Club
Whicker House
Wildlife Society
WMUA Radio Station
Womens Crew
Womens Media Project
Young Democrats
Young Socialist Alliance
Young Workers Liberation League
Zeta Nu
Zeta Psi



Campus publications at UMass had always been a fun thing to do, and even educational, until late Spring 1978.

By that time, the annual budget of the *Massachusetts Daily Collegian* had passed the \$300,000 mark. It had reached the 20,000-a-day circulation figure. And it was appearing five days a week.

Under the burden of such responsibilities, fun it may not have been but educational it remained. For when *MDC* became a powerful voice on which about 97 percent of the student population relied as their sole medium of print communication, the student-operated newspaper also became fair game for politicians, demagogues and assorted rebels with questionable causes.

And as soon as this essay comes off the presses, A.D. 1978 will go down in campus history on a dark page. It will even rival the year 1966, when the infamous "Shazam" caper rocked the campus. The saving grace then was that it aroused more than 3,5000 students to defend their press in what proved to be *MDC's* finest hour.

The University's archivist may now record the year 1978 as the year the *MDC's* women's editor and 100 Sisters prevailed where the likes of Spiro Agnew and Bert Lance had failed. They effected the student government takeover of the largest campus daily in New England. And none of the area's communications media took note of this phenomenon because the drama of 101 women taking hostage a predominantly male activity obscured the significance of

the event. What had happened was that the women had demanded four full pages a week, free of advertising, for their own use to promote the causes of women on campus. When they were refused, passionate lobbying among student senators congregated nearby the *MDC* offices resulted in a resolution passed by the incredible plurality of more than four to one (58 to 13). The resolution called for the Student Senate to repossess the production equipment of *MDC* and freeze the newspaper's \$300,000 budget (85 per cent of which is raised by advertising but over which the Senate has 100 per cent control).

The editors capitulated and after some two hours of occupying the *MDC* news room, forcing the staffers to move elsewhere to go about the business of preparing the next day's edition, the women gave up their turf, exulting in the separate but more-than-equal representation they had won.

It was a dark day for the student newspaper that for more than 30 years had been published under the banner of "A Free and Responsible Student Press." That slogan had been adopted during the tenure of this writer as Editor-in-Chief of the then weekly *Collegian*. The year was 1947. And the inspiration had been the report of the Hutchins Commission on Freedom of the Press.

One of the truths the Commission had shared then that persists to this day was a quotation from John Adams in 1815: "If there is ever to be an amelioration of the condition of mankind, philosophers, theologians, legislators, politi-

cians, and moralists will find that the regulation of the press is the most difficult, dangerous and important problem they have to resolve. Mankind cannot now be governed without it, nor at present with it."

Messrs. Agnew and Lance, at different times, both charged the media with mistreating them with erroneous and biased reporting. And in their own times (Bert Lance only a week before the women's takeover of *MDC*), both the former Vice-President of the United States and the Budget Director of the Carter Administration offered as a solution to their problems the outside censorship of the American press. But they were never able to pull it off, even with friends in the highest places of the land.

Even before April 12, 1978, the *MDC* had had its share of grief at the hands of its critics. But it has never missed a deadline - not even when, in February 1976, about thirty-five Third World students had taken over the editorial offices then situated on the mezzanine of the Student Union. During a three and a half hour occupation, they had ousted all but four of the staff, barricaded the doors with desks and masked the windows with newspapers. They were protesting the firing of two Black staff members.

But the greatest danger to the integrity of the *Collegian*, before the student senators took the First Amendment in their teeth in 1978, occurred on May 12, 1966.

The date was some six weeks after the moribund humor magazine on cam-



pus, *Yahoo*, had appeared with a four-panel cartoon depicting an individual wearing a cassock-like garment and holding a chalice-like vessel from which he ultimately pulled a rabbit before a candelabra, while uttering but one word, "Shazam."

State Senator Kevin Harrington of the witch country of Salem reportedly stormed into the hearing room on Beacon Hill where consideration was being given to the University's request for \$34.5 million budget. Facing a battery of television cameras, newsmen and still photographers surrounding a hapless John Lederle, then president of the Amherst campus, Harrington reportedly drew himself to his full six feet seven inches. Throwing a copy of the offending magazing on the table, he demanded that Lederle explain why State funds were being used to produce a magazine that offended the Roman Catholics of the State (he had taken the cartoon to be poking fun at the rite of Holy Communion).

The Salem Senator, who in 1978 is himself facing charges of taking illegal campaign contributions, said, "I will not stand for an attack on my religion . . ."

And that very day, he was instrumental in the Senate passage by a 34 to 4 roll call vote of his resolution to order a special investigation of *all* student publications at UMass.

"Whoever is responsible for this magazine is going to go," he said. "There are going to be hard days ahead for the University of Massachusetts, and I predict that heads will roll," he said.

Galvanized into action by *Collegian* staffers, a Free Press Committee of twenty-seven student leaders (with this writer as faculty adviser) was formed. The first action was to publish a special newspaper, "The Free Press", which appeared on Friday the thirteenth of May. It called for the signing of a petition that read: "In the belief that the students of this campus should have the right and freedom to establish and conduct their own publications, free of censorship and nonstudent interference, we feel the establishment of a State Senate committee to investigate University Publication seriously jeopardizes this basic democratic liberty and places the freedom of all our student publications in grave danger.

"... we the undersigned deplore the action taken by the State Senate and agree with the Free Press Committee in recommending the prompt dissolution of this Senate committee."

By noon, more than 3,500 signatures had been collected. Within a week, a march on Beacon Hill was called off when college administrators and students had negotiated an agreement with the Senator from Salem that he would "squench the probe" if he had assurances that the University officials were "on top of the situation."

By summer's end, there had been no further word about the strange case of *Yahoo's* hassle with Church and State. And the *Collegian's* integrity remained intact, because it had fought for the principle and won.

MDC became a daily newspaper in

1967 and, in the intervening years, *MDC* and/or its individual staffers have faced charges of bad taste, obscenity, libel, racism and sexism. In Spring 1977, for example, another women's editor was responsible for a palace revolt. But it was settled in-house, albeit at a cost of more than \$1,000 in anticipated advertising revenues for the semester. The 1978 embroglio will cost \$800 a week in lost advertising revenues.

Anyway, the 1977 bruhaha resulted when the women's editor objected to what she termed "sexist" ads supplied by a prominent beer manufacturer who was using well-endowed young ladies wearing sizes-too-small tee shirts and short-shorts as models. In the ads, they were shown clutching cold beers in hot hands. The objection for which the women's editor gained support even from male staffers (the Board of Editors voted to censor the ads) was that the full-page ads exploited women as sex objects and held them to public contempt.

In spite of these incidents in *Collegian* history, it is the events of April 12, 1978 that will go down in the annals of infamous incursions on our campus press. For when government (any government, even play-government) is permitted to castrate First Amendment freedoms, Paul Revere's Ride will have been for nothing, the lessons of the Holocaust will have been wasted, and even Woodward and Bernstein may well have chased girls as they did in "Deep Throat."

-- Dario Politella

Many moons have passed since the demise of the *Below the Salt* and still the true story of its collapse and fade into oblivion has yet to be revealed. The truth of the matter is that the popular supplement to the *UMass Daily Collegian* was destroyed by countercultural vigilantes who sought to prevent the course the four year old paper was taking. It was the Residential Lunatic Music Brigade (Sexist-Pistolist) that skillfully and without media fanfare threatened and intimidated *Salt* out of business for its refusal not to print a favorable review of *Sgt. Pepper's Lonely Hearts Club Band* (movie and soundtrack). This act of cultural high treason was more than a casual dip into the mainstream. According to the RLMB (SP), the *Below the Salt* had betrayed its founding principles by sacrificing the wholly credible and responsible manner in which it had formerly reported crazy music trends and new kinds of styles for weirdos, and for the bland mainstream approach developed in its last semester of operation. Many people were disappointed that the *Salt* was going to print a favorable review of the slick celluloidal version of *Sgt. Pepper*, a film branded by the RLMB (SP) as "pure poison for no people", and considered it a serious enough affront to the academic community here at UMass to organize an apparatus that could effectively block the publication of a magazine that many of these very activists helped to start. Of course, many more people suffered in the process by its actual obstructed publication; weekends were a drag on campus without convenient lists compiled on the back page of the paper about things to do; investors in recorded sound had to do without the weekly featured "market analysis" that was *Salt's* trademarked aid to wise and wary record consumers; and fine arts programs at the FAC went unprofiled. Even RasTapunk no longer had a forum.

It started in August of 1978 with a slogan, "SALT PASSES PEPPER, SELLS OUT." Two hours after it was learned that Fine Arts Editor K. Stephen Shain was about to go "soft" on the Robert O. Stigwood production of *Sgt. Pepper's Lonely Hearts Club Band* in the upcoming fall debut of *Below the Salt*, a spontaneous rally was generated by professional countercultural agitators chanting "SALT PASSES PEPPER, SELLS OUT", misleading bystanders and onlookers with confusing and often malicious diatribes about the quality of the BeeGees performance, or about Peter Frampton's inadequacies as a rock n' roll superstar.

The convoluted reasoning of the RLMB (SP) was carried to its extreme when a somewhat favorable dialogue was printed in the last issue of the *Summer Collegian* (1978) between the fine arts editor's seven year old daughter, Shonda, and Lawrence, her eleven year old uncle. At this point, the RLMB (SP) threatened to invade the Amherst Public School System with a "PRE-SCHOOLER'S FOR PATTI (SMITH)" campaign if any continued observance of mainstream cultural tendencies were not finally put to an end.

Organized within a scant three weeks after the publication of the first piece of evidence, the RLMB (SP) carried on its work in utmost secrecy. Though it was known throughout the previous semester that the *Salt* had been drifting toward a more mainstream position during the crucial "Winter of Punk Discontent", this was all dismissed as an attribute to Assistant Editor Mary Brown's influence on the paper, and it was felt by the Muckamuck Spastics, a Residential Lunatic UWW Lifestyle-for-credit Cult and RLMB (SP) vanguard wing

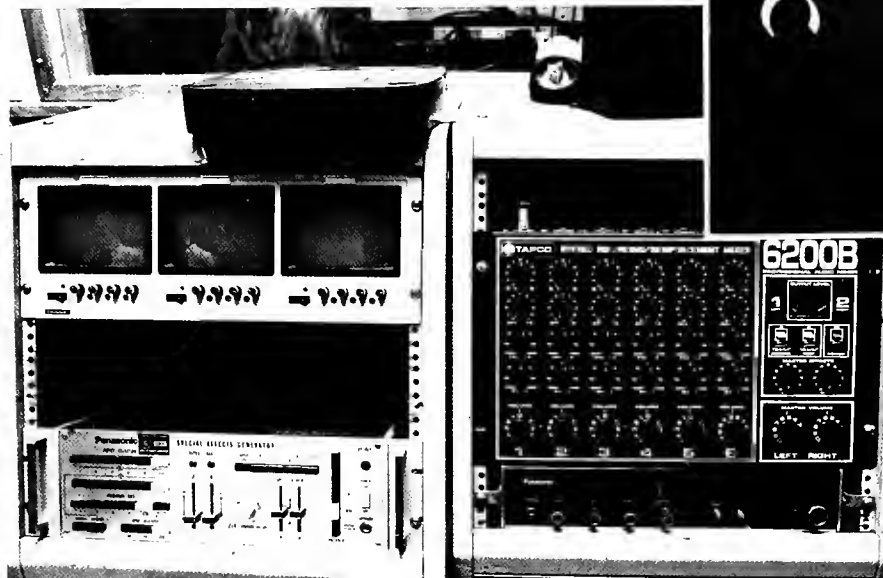
of that, the influence would subside after her graduation. It was during these months that the opposition set in, infiltrating the staff, influencing staff sensibilities, and gaining key positions in an attempt to guide the paper's direction once the transition in classes was complete.

Defending himself against charges of "sell-outism", Editor Shain pointed out the historic implications of the BeeGees music in South Africa, where despite apartheid rule, *Saturday Night Fever*, an integrated record package, sold well among the white youth, influencing cultural development in the racist state and inhibiting racist consciousness. Shain also added that the current disco trend, internationally, offers youth more opportunity to socialize than ever before. Rejecting cultural forms is one thing, but prohibiting their practice is quite another. As far as the Beatles/BeeGees angle goes, "hell, it only works if you put such a high premium on the Beatles to begin with. That's what those Residentialites don't understand. They're the ones who have fallen for the slick commercial media image — the Beatles. All I am doing is covering the BeeGee backwash."

According to Ross Nerenberg, former music editor, there is nothing wrong with liking something even if other people do. "Hell, I've been liking music that other people happen to like for years. In fact, if my friends over in Leach don't like a record, well, I dispose of it at a convenient market repository." Ross likes the Beatles and as yet has no firm opinions on the BeeGee/Frampton remake, claiming, "I've gott'a consider that Aerosmith is in on it too and they're one of my favorite bands."

As momentum gathered for the fateful day in August, Shain conferred with Mario A. Barros, incoming assistant editor, on the dilemma. Agreeing that such a confrontation with hoards of deranged Residential Lunatics was unnecessary, the *Collegian* editorial board was consulted and it was determined that the paper would follow a "wait and see" policy, reflecting the boards' unwillingness to commit itself to any direction after the events of last spring.

Waiting patiently for signs of cultural terrorism, the fine arts weekly was a sitting duck. And then it happened. Acting almost spontaneously, the *Collegian* offices were taken over by throngs of confused and bewildered Residential Lunatics demanding an end to preferential coverage of mainstream activities, ignorance of the masses, and support for suicidal and self-destructive lifestyles. Countering Shain's direct approach, with an alternating current, the RLMB (SP) sought and succeeded in turning the *Below the Salt* corner of the *Collegian* into a veritable three-ring circus. Finally and in the main, it was the fever pitch of excitement reached during the "We have Dean Corll on our side" chant and the "1,2,3,4 We love Gary Gilmer" sing-a-long that forced the fine arts editor to announce the desolution of the *Salt*. Amidst a thunderous and tumultuous applause, K. Stephen and his weary band of journalists retreated to an adjacent room to begin planning their upcoming bi-weekly general interest feature magazine. Not operating under the auspices of a giant and insidious cultural monopoly syndicate, the new magazine will not be afraid to thumb its nose at anyone but will also not be intimidated into thumbing its nose at anyone.

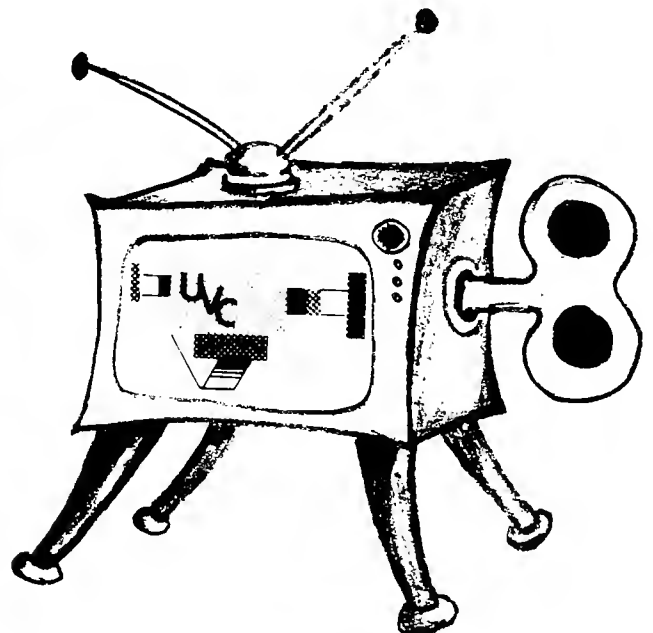


Union Video Center is a non-profit professionally and student staffed video production and programming facility on campus. An advocate of participatory TV, UVC makes available and encourages the use of video equipment in order that UMass students and the surrounding community might have the opportunity to express their ideas, values and lifestyles through the television medium. As such, UVC provides an environment for the union of ideas and the mechanisms to produce and present them to the community at large.

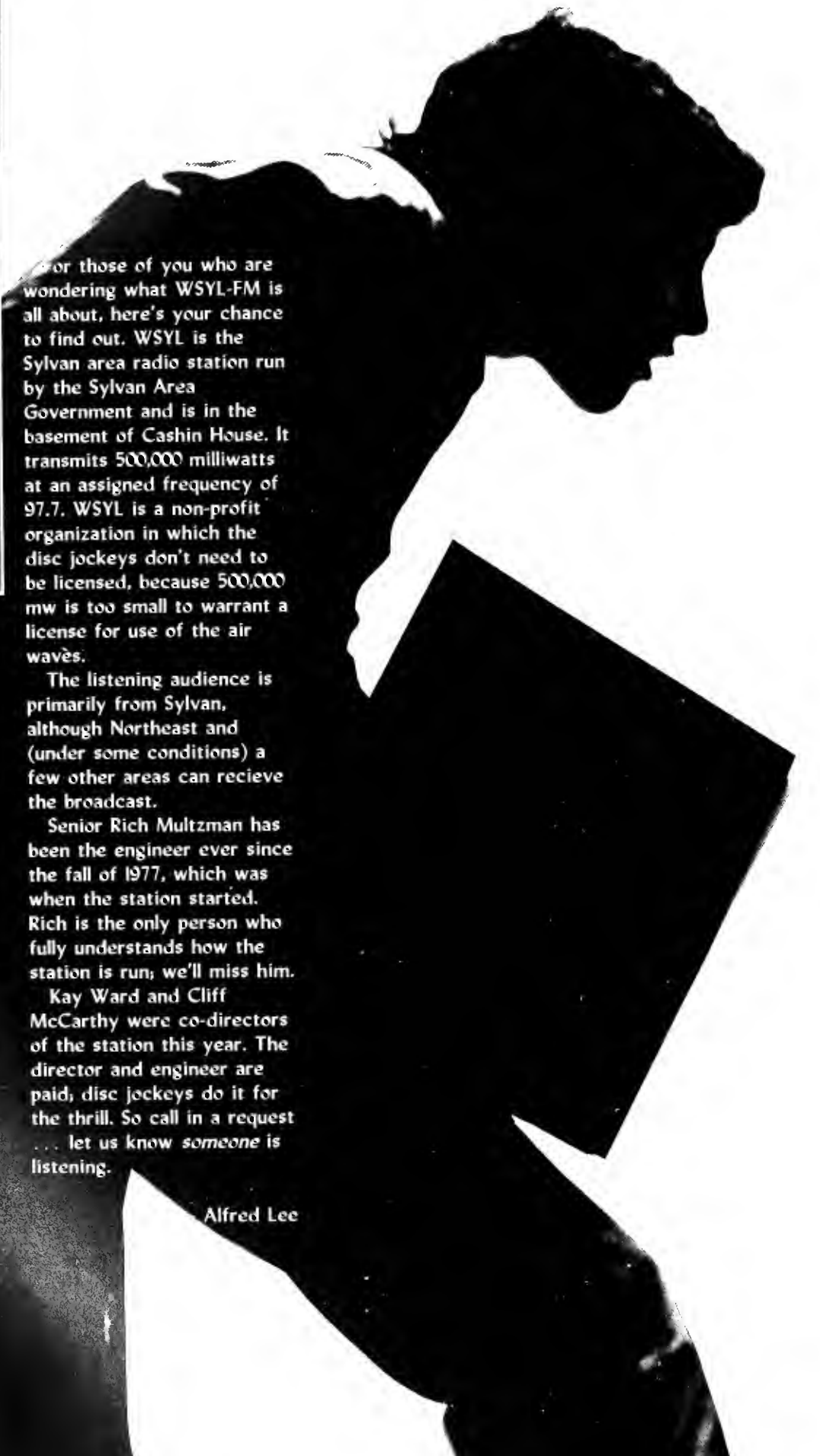
Workshops are offered to train interested members of the community in portable and studio production technique and video tape editing.

A program library of over one hundred titles is available at Union Video Center with facilities available during normal office hours for viewing. Programming produced locally and nationally ranges from video art, to dance, satire and social documentary. A special

collection is available on energy related issues and alternative energy possibilities with material recorded at successive Toward Tomorrow Fairs. Programs include speeches by Hazel Henderson, Ralph Nader, and Buckminster Fuller, as well as several energy demonstrations and exhibits.



Radio Stations



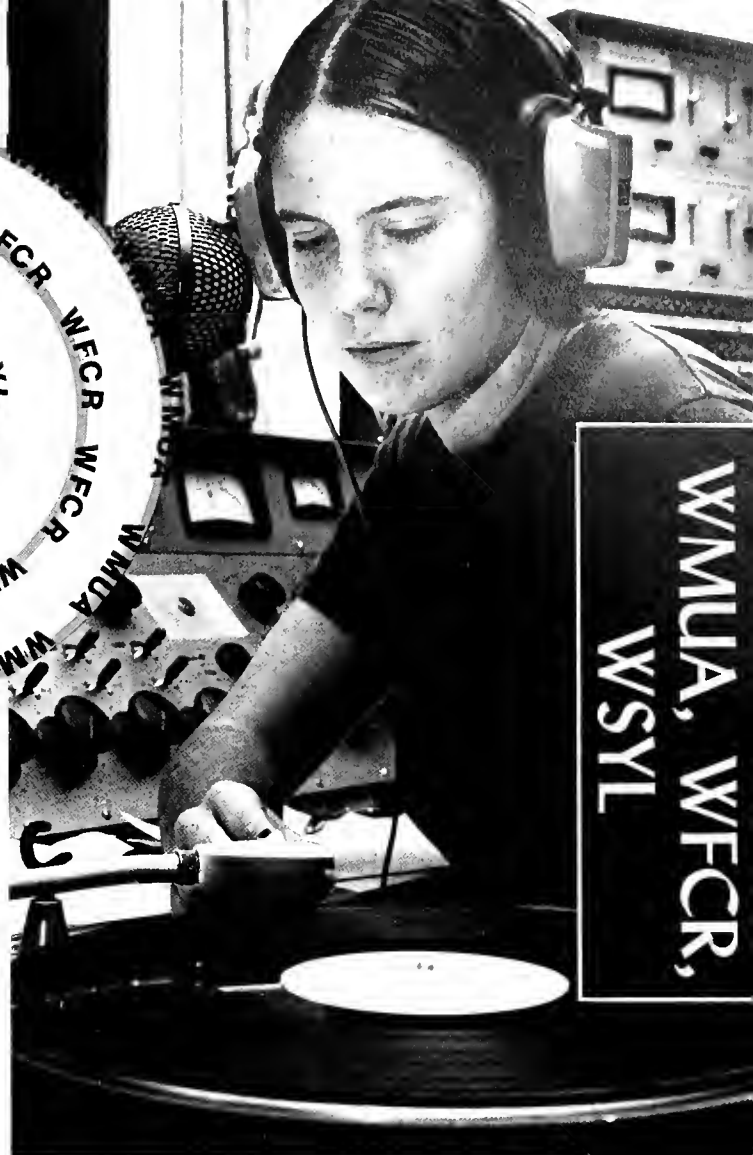
For those of you who are wondering what WSYL-FM is all about, here's your chance to find out. WSYL is the Sylvan area radio station run by the Sylvan Area Government and is in the basement of Cashin House. It transmits 500,000 milliwatts at an assigned frequency of 97.7. WSYL is a non-profit organization in which the disc jockeys don't need to be licensed, because 500,000 mw is too small to warrant a license for use of the air waves.

The listening audience is primarily from Sylvan, although Northeast and (under some conditions) a few other areas can receive the broadcast.

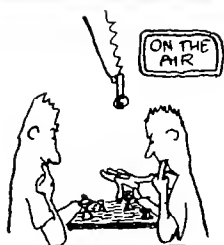
Senior Rich Multzman has been the engineer ever since the fall of 1977, which was when the station started. Rich is the only person who fully understands how the station is run; we'll miss him.

Kay Ward and Cliff McCarthy were co-directors of the station this year. The director and engineer are paid; disc jockeys do it for the thrill. So call in a request ... let us know *someone* is listening.

Alfred Lee



WMUA, WFCR,
WSYL

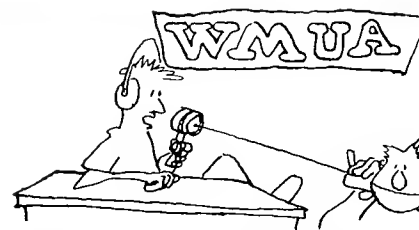


Most UMass students do not realize that this campus houses a professional public radio station known nationally for its programming. That station is WFCR, 88.5 on the FM dial. WFCR is a co-operative effort of the Five Colleges housed in Hampshire House on Massachusetts Avenue, only a few feet from Southwest.

WFCR is not a "training ground"; the operation and most of the announcing is handled by a full-time staff of fourteen professionals, with help from a half-dozen students from the Five College area. Student employees have generally learned the ropes of radio elsewhere and have passed a rigid production test before being hired.

The station broadcasts in stereo twenty hours a day with 35,000 watts of power to a listening area that covers six states and many thousands of listeners.

The format of WFCR is comprised of classical music and public affairs programming, with some jazz and Spanish music as well. Offerings in the classical music area include local programs like "Pedal Point", "Daybreak", and "Music for Night People", re-



corded concerts by the New York Philharmonic, the Chicago Symphony and other renowned orchestras, and "Morning Pro Musica", a five hour program each morning originating in Boston and broadcast throughout the Northeast. The public affairs programming includes recorded addresses from the Five Colleges and a wide variety of news and feature programs from National Public Radio, a nationwide non-commercial network of which WFCR is a member. Both the fulltime and part-time staff work hard to present a diversified range of programs while maintaining high air quality standards, and the listeners seem to appreciate this. WFCR currently has over 5,000 members in its six-state listening area, each contributing ten dollars or more annually to the station's operation. Additional funding comes from the Five Colleges and a number of private and public grants.

— Tom Anderson

Student Senate



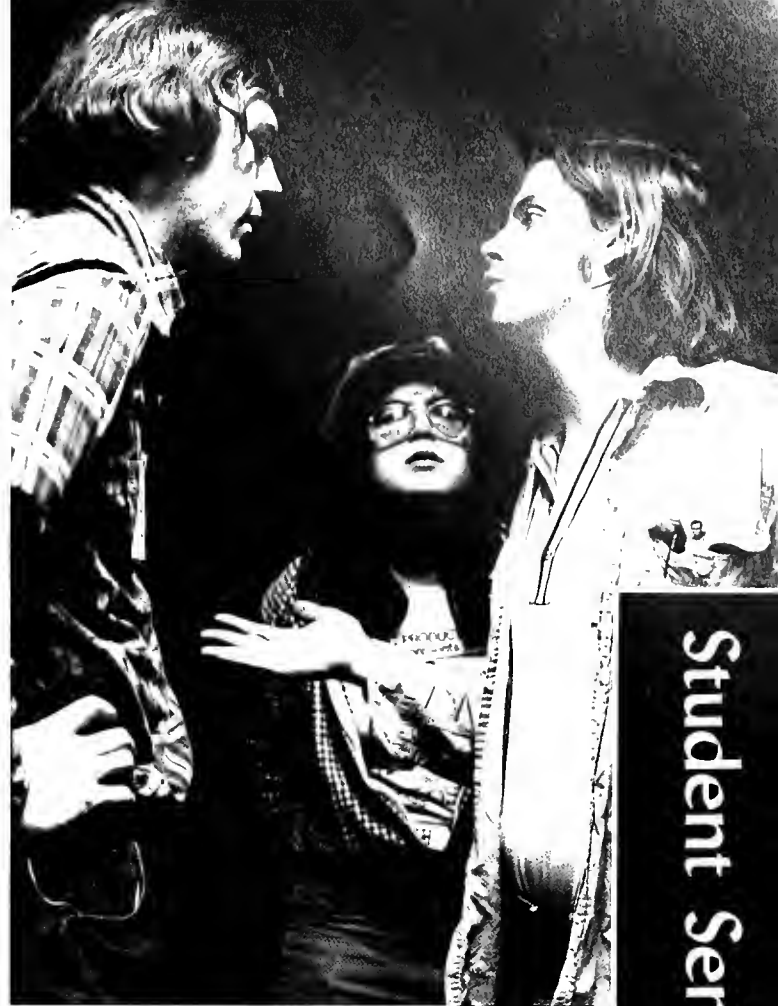
The undergraduate Student Senate is composed of 120 students elected from their respective residential areas. Senators have the responsibility of keeping their constituencies informed on issues which arise during the year. These include tuition and fee increases, academic and residential policy, delivery of student services or the general lack thereof, and policy as it relates to Recognized Student Organizations (RSO) groups.

The Senate's main responsibility is to disperse over \$1.3 million in Student Activities taxes (SATF) collected each year. The Senate considers requests for funding from various student groups and the Budgets Committee develops a budget for the coming year. Student groups are recognized by the Senate, and any ten students may form a RSO group. Presently there are over 400 such groups on campus. The Senate also funds activities, programs, and cultural activities which enrich the entire university community. These activities have included free concerts, movies, conferences, lectures, and other special events.

The Senate has continually worked towards a goal of students having more of a control over decisions that affect them, instead of passively accepting Administration directives concerning our majors, electives, housing, food, and general student services. Over 4,000 students are involved in some aspect of student government and student organizations.

— Brian DeLima





Student Senate

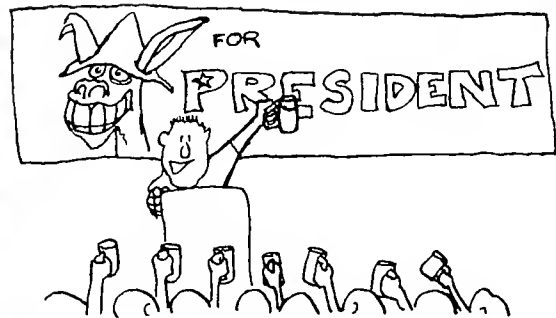
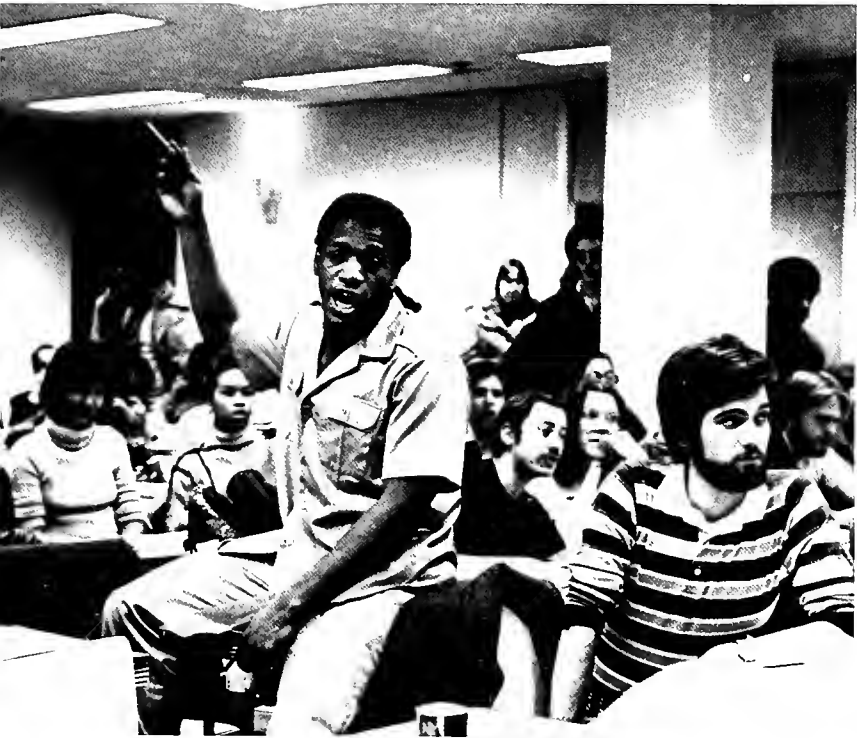
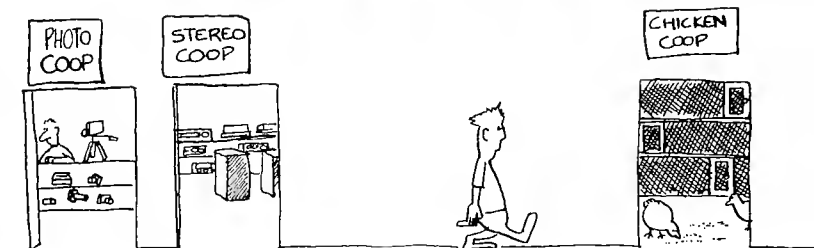




Photo Co-op

We are a volunteer, student organized, managed, and staffed photography co-op with a discount store. We exist for two reasons. The first is to provide the university community with photographic services which will benefit all students. The second is to establish a social organization which will provide a forum for all interested UMass photo enthusiasts.

We sell every item and service at the store at low, student discount prices. We are interested in providing our fellow students with the best possible photographic services that are available with our resources.



On March 31, 1975, the University of Massachusetts Student Federal Credit Union opened its doors for service as one of the most unique financial institutions in the world. It started during the fall of 1974 when a group of students from the Student Government Association began investigating the possibility of students handling their own financial needs. Their research led them to the National Credit Union Administration which had a pilot program for student credit unions. By March 1975, the credit union received a charter from NCUA which allowed members money to be insured up to \$40,000 by the federal government.

A credit union is a cooperative association of people with a common bond, organized to promote thrift and create a source of credit for the membership by pooling members savings to make loans at reasonable interest rates. Although our common bond to the University is somewhat unique, the principle of this student credit union remains the same; we are a democratic institution, run by members in order to serve members needs.

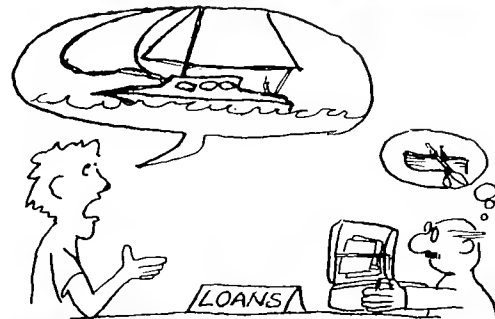
In its three years of existence the credit union has grown to become the largest and most successful student credit union in the country. This has been accomplished by an all-volunteer staff (approximately eighty-five students in 1978) which offers the following services to the members: high interest savings, low cost loans, bank checking, used car valuation, travelers check and money order sales, and food stamp redemption. Our present level of 3,400 members and almost one - half million dollars in assets signifies our success in the University community. In addition, we have given out over one-half million dollars in loans to almost 1,000 students who, in most cases, would be unable to obtain credit elsewhere.

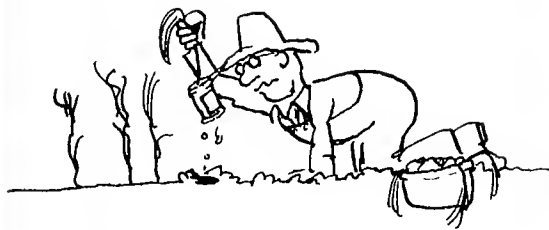
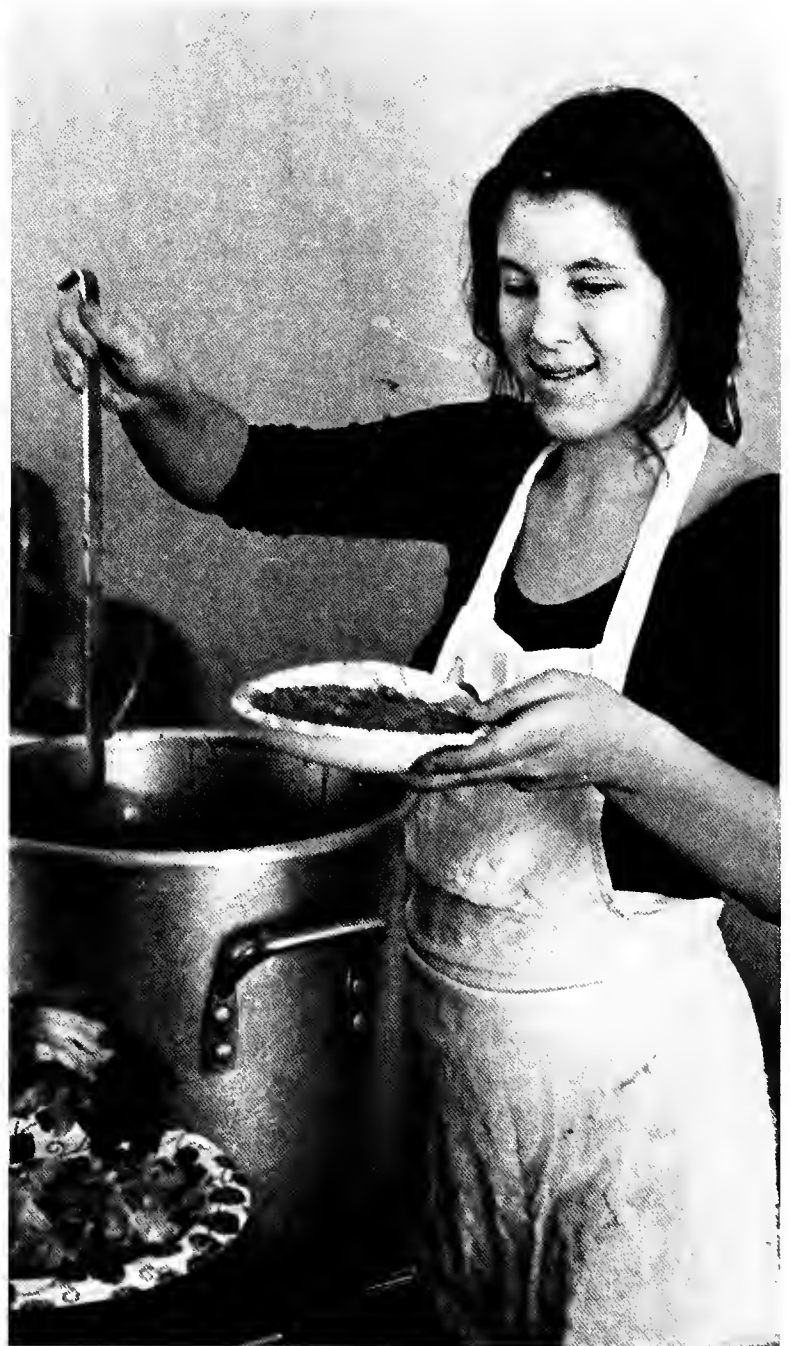
The growth and success of the University of Massachusetts Student Federal Credit Union is certainly a credit to all students on the Amherst campus and proves what people can do when they get together for a common purpose.

— Peter Bloom



Credit Union





Earth Foods

For many people on campus, the sight of a greasy hamburger or a smoke-filled cafeteria does little for the appetite. It is with these folks in mind that Earthfoods exists.

Earthfoods is a vegetarian restaurant. A student-run, non-profit collective, Earthfoods was started two years ago by a small group of people in dire need of good food and a comfortable place to eat. By approaching the Student Senate and gaining RSO status, these students were able to realize their desire. There have been growing pains but the venture is now maturing so that today Earthfoods employs twenty workers and fills at least 400 stomachs each day.

In addition to feeding the community, Earthfoods also provides an alternative work experience. As a collective there are no hierarchical positions and each worker is equally responsible for the successful functioning of Earthfoods. The work is shared and everyone is expected to cook and serve as well as scrub pots. Earthfoods is unique among collectives in that there is not a coordinator. At times the anarchy produces confusion but more often what develops is a glorious quiche and a sense of the amazing powers of cooperation.

Earthfoods also provides an outlet for area musicians who are invited to play for tips and a free meal. The live singing and

music making is a welcome relief from the sounds which permeate the Student Union and Campus Center.

The food at Earthfoods is delicious as well as nutritious. Using fresh, unprocessed produce, dairy products, and grains, the entire meal is created the same day it is served. Even the most clogged noses can't miss the olfactory delights which seep from the kettles and ovens to spill into the halls of the Student Union.

With the support of the University, Earthfoods will continue to learn and grow while providing nutritional vegetarian meals at the lowest possible cost and in a friendly, easy style.



People's Market

The People's Market is a collective food store run entirely by students at UMass. The People's Market was officially opened on February 12, 1973. Originally financed by a loan from the Commuter Collective, the idea of a student-run co-operative food store was brought to fruition through the efforts of many people. The first two co-ordinators, Ellen Gavin and Gail Sullivan, believed that the Market would be a political place which would help people to gain more control over

what they eat.

The original number of ten part-time workers has doubled in five years. In addition to the part-time paid staff of twenty, there is a volunteer program through which volunteers can receive food credit. The variety of items stocked at the Market has grown enormously in response to student requests. Products are purchased mainly from other co-ops or small businesses run by one or two people.

Political issues are often discussed at

meetings and several boycotts are observed. However, because the backgrounds and ideas of the workers are varied, many times it is hard to reach decisions. It must be pointed out that the collective organization and non-hierarchical structure is a political statement in itself.

With the help and support of the UMass community, the People's Market and other co-ops can grow and continue to offer students an alternative.



Cosmic Wimpout

The name Rob Gilbert strikes fear in the hearts of most Cosmic Wimpout players. As the reigning World Champion of Cosmic Wimpout, he has been nearly undefeatable for two years. Yet, I was determined to do just that at the Third Annual Cosmic Wimpout Tournament held April 20 at the Bluewall.

Cosmic Wimpout is a dice game brought from the logging camps in Eugene, Oregon, by two "travelers" about four years ago. Today, it is played in over thirty states as well as in Japan, Australia, and England. But no where is it as popular as at UMass, where the tournament has been held in the Bluewall since 1976.

"There is something about the Valley that attracted us," said Snorky Maverick, one of the original players. "It's sort of a tradition now. Amherst is our spiritual home."

Everybody who is anybody in wimpout was at the tournament. I put down my fifty cents entrance fee and met my first round opponents, Bart and Peter. While we played, we talked about — what else? — Cosmic Wimpout.

Bart told me that he and his friends play their own way. They play to 1000, but take compulsory bong hits when passing 250, 500, and 750. One of the good things about Wimpout is that you can play any way you want. People have used all sort of new rules to play by and have developed different styles of play. Some spin around to roll, some jump in the air. Some seek out mountain tops or caves for their games. I personally like playing in the shower . . .

The games went by fast. To reach the second round, one had to win three games out of 300. After two games, I had won one. Then in the third game, I rolled a Freight Train! Mathematically, the chances

of rolling five-of-a-kind on any one roll is 46,656 to 1. That feat earned me 200 points, a leather pouch for my dice, and a first round victory. I was on my way!

All around me I was hearing shouts of ecstasy and moans of defeat from the 200 people who came to play Wimpout. I could easily see that Wimpout brings out the crazy element in people. It also brings out the greedy element. In Wimpout, one can keep rolling as long as the player scores. If they don't score on a roll, they loose all the points for that roll. Therefore, the smart Wimpout player knows when to stop.

"It's like life," said Champion Gilbert. "The more you try to win, the more you have to lose. You can't want to win. You can't be greedy."

Alas, in the end my greed won out. I was knocked out of the tournament in the third round by a rookie who rolled two Freight Trains in the tournament, an unprecedented feat. I kept repeating to myself the old adage, "Wimpout players do not cry."

My conqueror was, in turn, conquered by a mightier player. And the hundred dollars eventually went to an expert Wimpout player by the name of Gary Ginsberg. However, Gary had one game left to play, the Championship match with Rob Gilbert. That was held the next day on WMUA.

Of course, age and experience were just too much for Gary to handle. In a very exciting match, broadcast live on the radio, Rob Gilbert became the Undefeated Cosmic Wimpout Champion of the World.

As for myself, I have an entire year to practice up for the next tournament. I still play every day, and I keep my dice under a pyramid when not in use . . .

— Larry Cohen



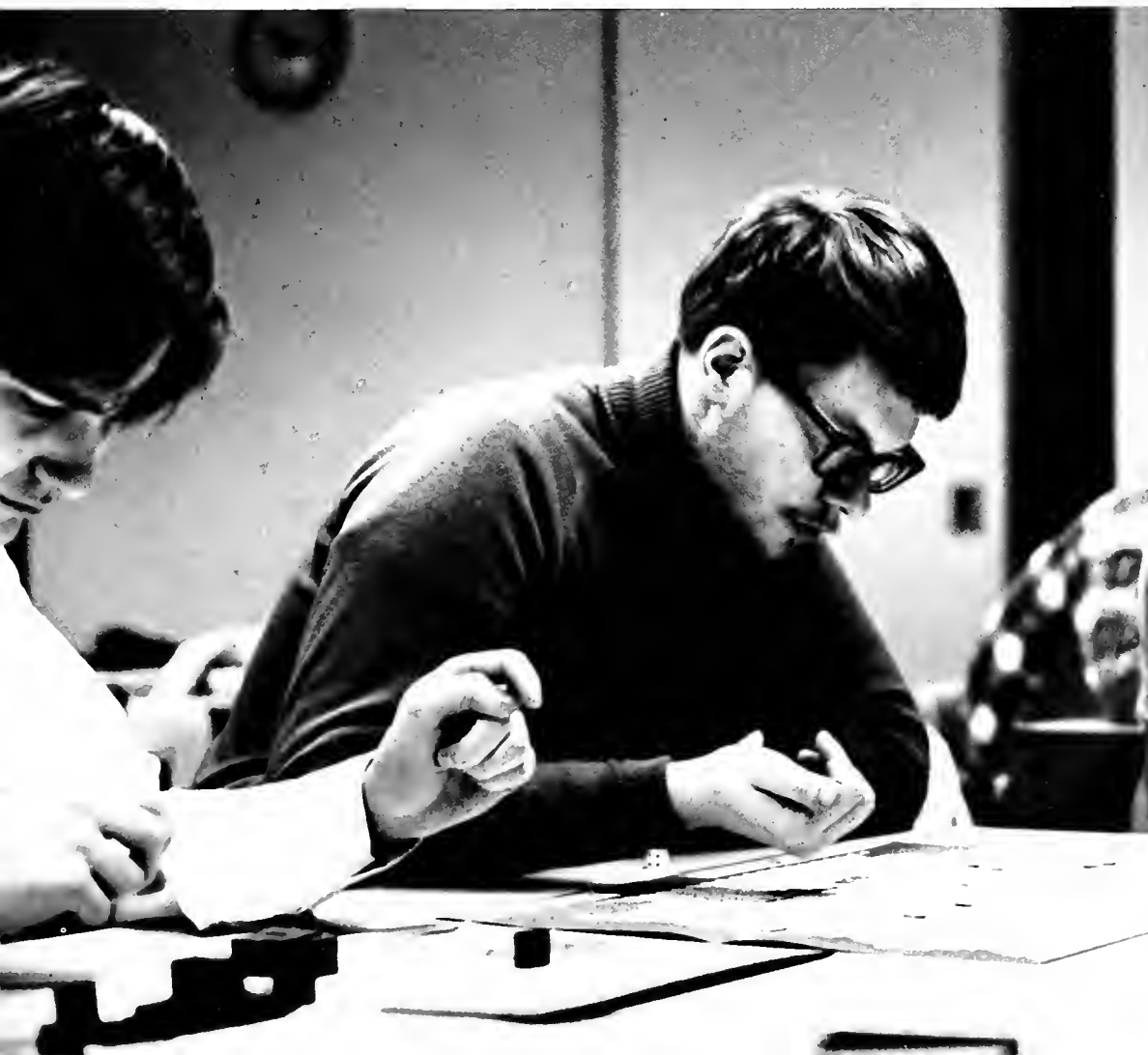
The Strategy Games Club at UMass is dedicated to the idea that any form of competition can be fun. Thus, any type of game or activity with a conflict nature is welcome. The members of the Club have dozens of kinds of games ranging from sports games such as Strat-O-Mat Baseball to such conflict games as "War in the East", a

World War II game. A typical meeting will find anything from a game of whist (a form of bridge) to a giant tactics scenario, a miniature combat situation.

The Club is not made up of a certain major nor of a special interest group. We have people of all types of studies, majors, etc. There is no financial obligation to the club and the only policy

asked of the members is a true desire to share their game materials with everyone. A new member could enter empty-handed and there would definitely be a game he could play or at least someone who would be happy to teach it to him or her.

-- Brian T. Walsh



Strategy Games
Club





Fencing is an art and a sport. During the summer of '77 I decided to play Zorro and check out Fencing I. It proved to be a valuable lesson in stamina and skill. Mere desire was not enough to make a successful fencer. Hard work and natural ability are required.

The foil, a sword with a rubber tip, is the practice weapon that is taught at UMass. The training consists of teaching fencers distance, attacks, and defense. Target areas are only the torso. The epee and saber use the entire body as target. They differ in that epee scores by thrusts, and point contact, which is similar to the foil. The saber allows both thrusts and cuts or slashes on any part of the body.

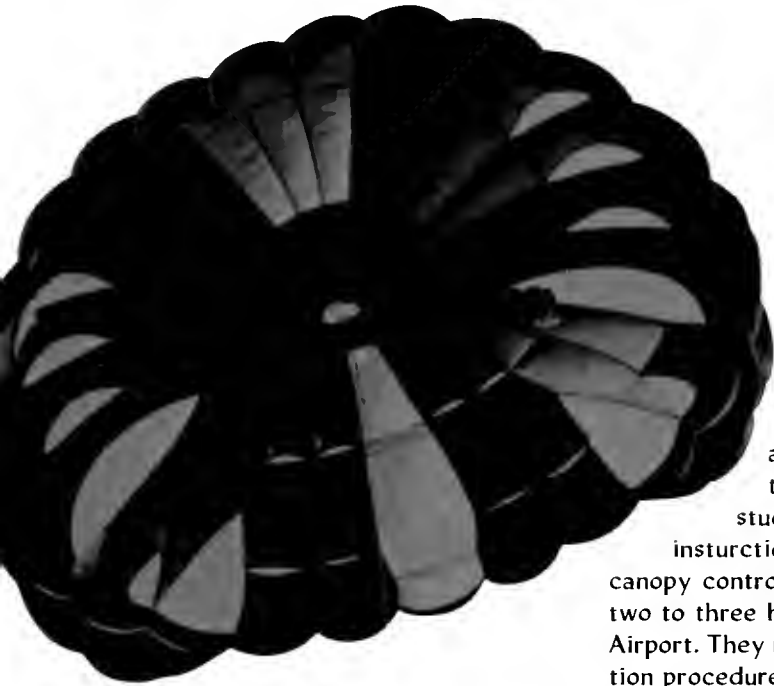
The fall semester of '78 will be the first time UMass will compete against others in this sport. The club consists of novices at the foil, fencers with under two years of experience, and a few people with ability in epee and saber. With our large student population many fencers must be around the school and to be a success talent is always needed.

Dean A. Goor



Fencing & Ski Club





The goal of the UMass Sport Parachute Club, which has been an active RSO group for many years, is to introduce and promote sport parachuting within the Five College Community. Students and faculty at the Five Colleges are offered the chance to participate in the sport at about half the cost a commercial parachuting center would charge. The club has its own parachute gear which is available for use by club members at no cost. During good weather training is given on a weekly basis by a qualified instructor. First jump students are given approximately three hours of intense classroom instruction including familiarization with parachute equipment, airplane exits, canopy control, landings, and emergency procedures. Next, students go through two to three hours of practical ground training at the drop zone at Turners Falls Airport. They rehearse exits using an airplane mock-up, and also practice malfunction procedures and landings. Following the ground training (weather permitting) the jumpmaster takes the student up 2800 feet to make the first jump. After the jump students are critiqued on their performance by the jumpmaster and is given an official first jump certificate as a memento of the accomplishment.

Sport Parachuting is very safety oriented; students must display adequate proficiency at each level of progression throughout student status before they are allowed to go on to the next experience. At least five static line jumps (where the chute is automatically opened) are required before students are allowed to make freefall jumps.

On the last three static line jumps students practice pulling a dummy ripcord to insure that they will pull the ripcord for themselves when they make freefall jumps. The students' first freefall is a three second delay which is followed by progressively longer freefalls along with maneuvers such as turning and horizontal movement. Throughout the student progression, the novice parachutist is closely supervised by United States Parachute Association certified jumpmasters.

Other club activities include parties as well as intersession trips to Florida

Parachute Club





For several weekends through the summer of 1978 stalwart individuals have been trekking up to the White Mountains of New Hampshire to contribute their time for the construction of a cabin in the woods. This cabin was just a dream until the Fall of 1977 when an eleven member panel was formed to research the problems of buying land and building a cabin. After numerous land-search expeditions, a site in Bethlehem, New Hampshire, was

chosen. Money problems came up immediately. The Undergraduate Student Senate was consulted with the hope of receiving \$9000, the club was allowed \$6000. By working at Spring Concerts, holding raffles, and other fund raising events, the money was raised.

Construction began in June of 1978 with the clearing of the land and the hauling in of materials. A parking lot was built at the base of the mountain, the foundation laid, and the framework went up. Progress through the summer was slow, but finally the end was in sight. At the beginning of

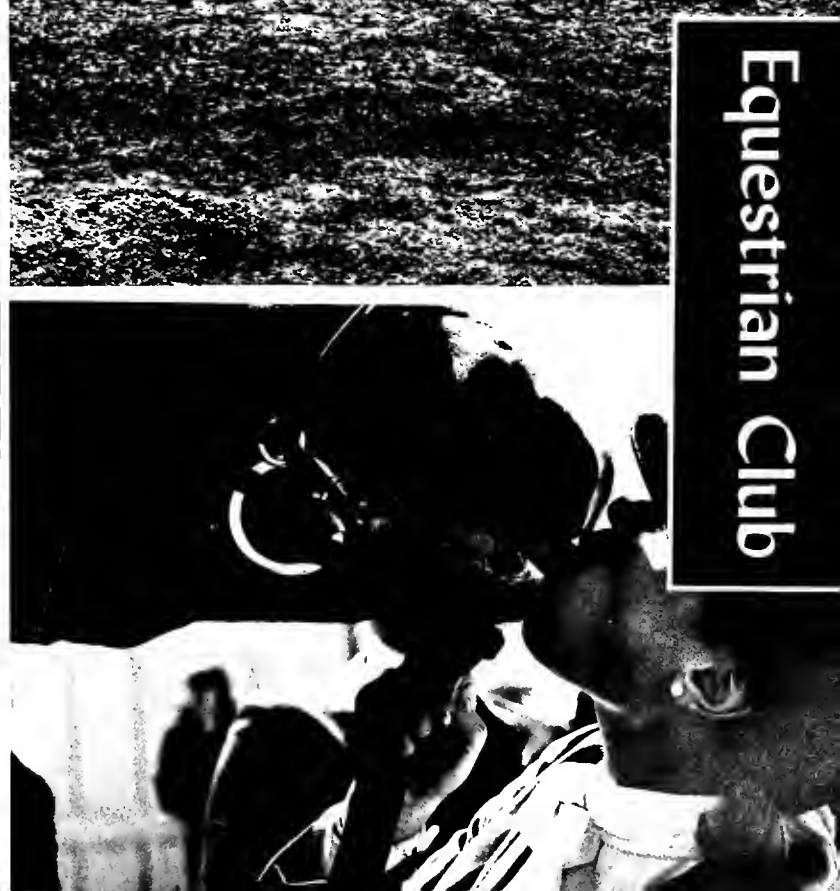
September '78 the cabin had its sides, floor, and roof completed.

The basic measurements of the cabin are 16 by 40 feet, with a sleeping loft above the main floor. Heating is to be supplied by two wood burning stoves. The cabin is for use of the entire University community, with members of the Outing Club having priority. A large turnout is expected when the cabin is officially opened in October/November 1978.

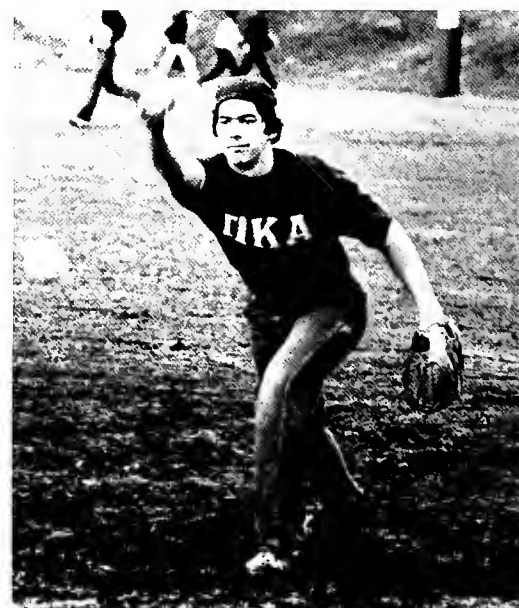
— Bruce Goodchild



Outing Club



Equestrian Club



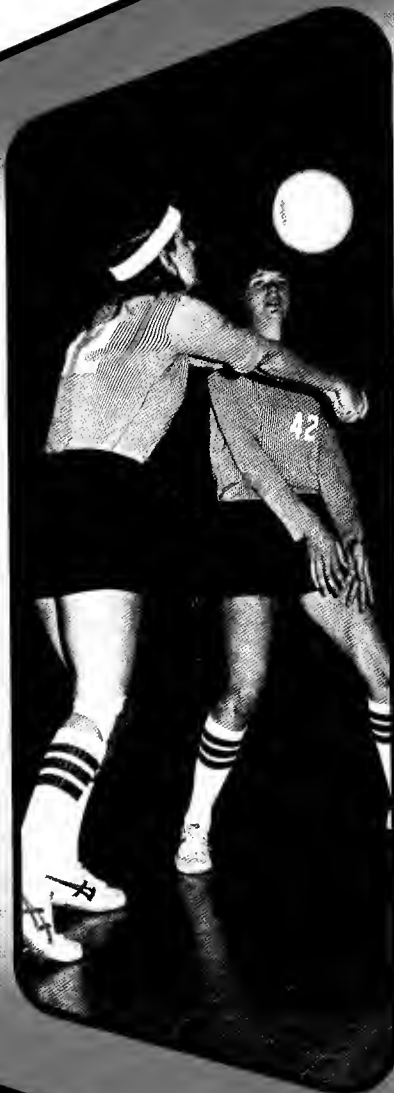
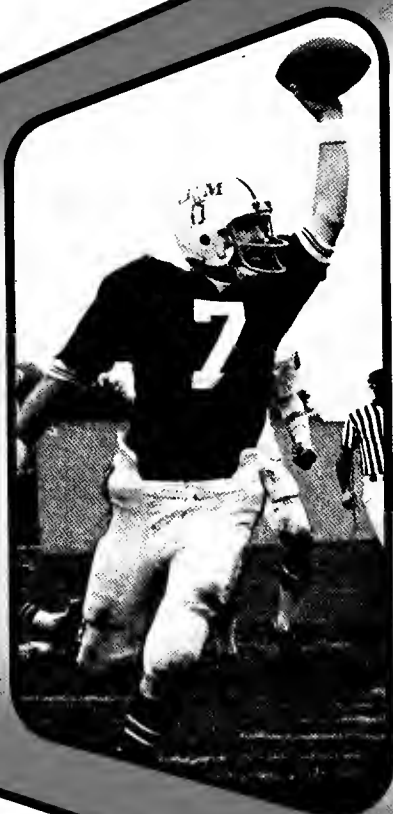


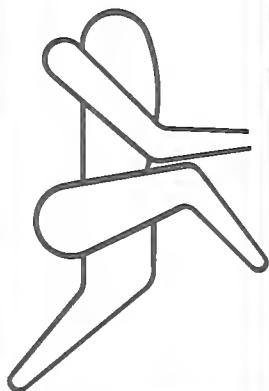
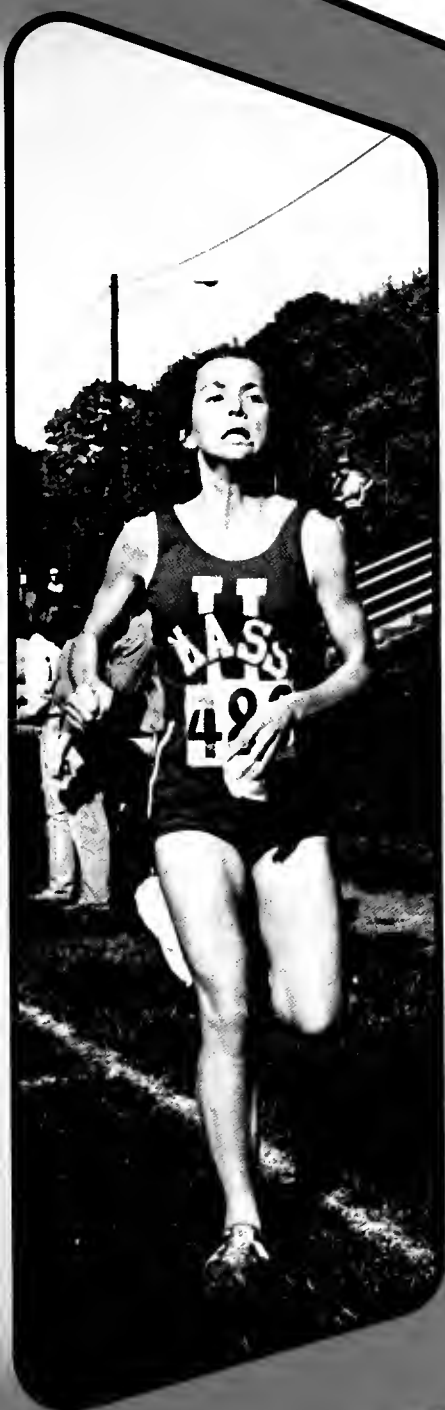
Intramurals





Intramurals





It's not whether you win or
lose, but how you play the
game.

(Bullshit).

Football

It ended as it began. Way back on September 2nd a quarterback named Leamon Hall threw five touchdown passes to lift Army to a 34-10 win over the UMass football team. On November 26 a quarterback named Mike Ricker threw four touchdown passes to end Minutemen hopes of a national Division II title as he led his Lehigh teammates to a 30-23 win.

Although they lost the play-off game, the fall of 1977 was a season to remember. The Yankee Conference title was back in Amherst. A high finish in the final Division II poll came their way. An eight game

winning streak sandwiched between losses to Army and Boston College was capped by a 19-6 win over New Hampshire for the Beanpot.

They had New England coach of the year Dick MacPherson who left UMass in January to accept an assistant coaching job with the NFL's Cleveland Browns. They had a determined quarterback named Mike Fallon who recieved honors for his leadership and achievements on the field. They also had one of the best rushing defenses in the country.

Even though the season ended on a sour note many things stood out from the year the Beanpot returned to UMass:

— An offense that could put points on

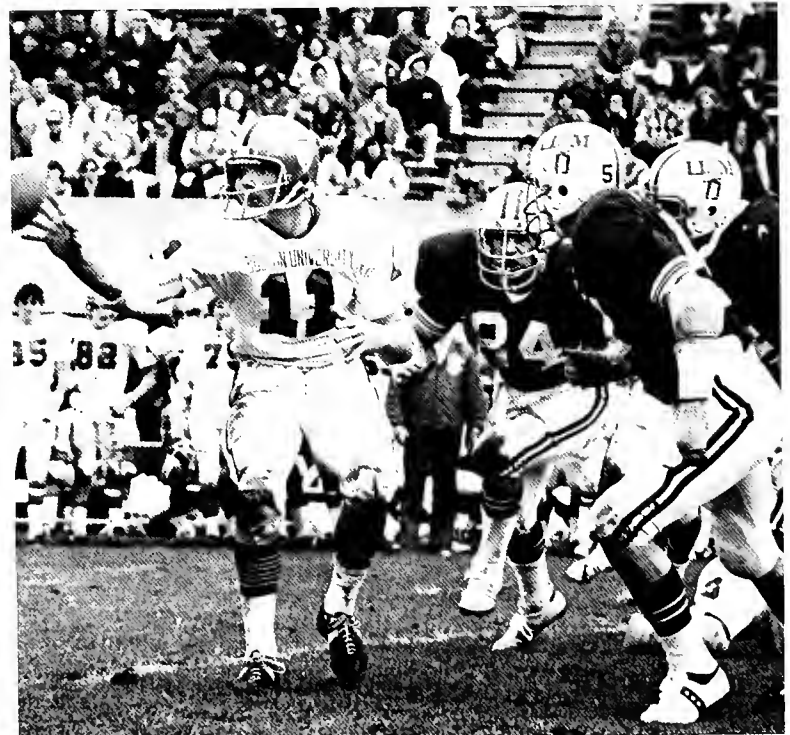
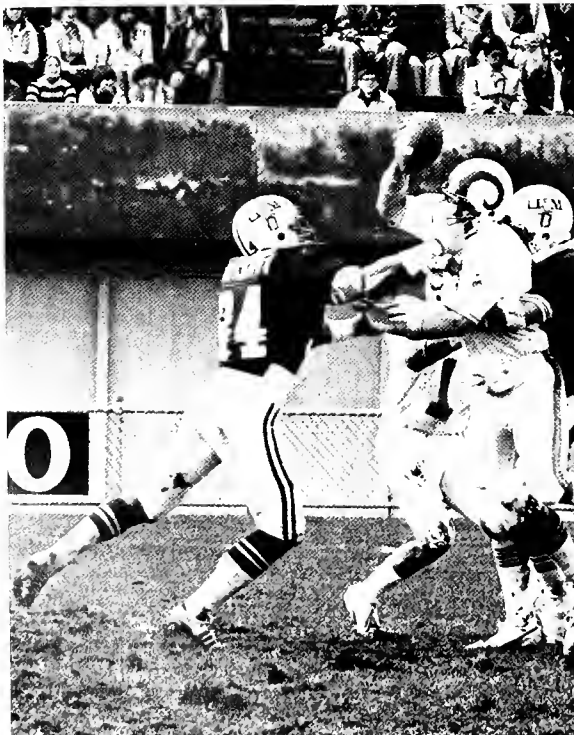
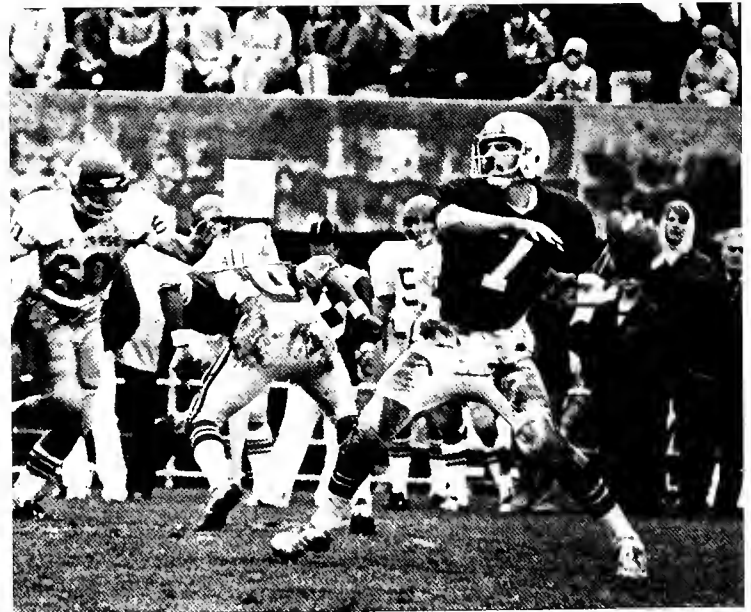
the board. For example, the Minutemen annihilated Youngstown State, 54-13 as Fallon threw five touchdown passes.

— An interception return by Steve LeMay for 100 yards and a touchdown put the finishing touches on a 41-16 win over Boston University.

— In a regionally televised win over Harvard, a side line run by Dennis Dent scored the winning touchdown that highlighted the 17-0 victory.

— A 37-6 win over Rhode Island in which Fallon again took command by throwing four touchdown passes.

— And finally the 19-6 New Hampshire win with which the Minutemen brought the Beanpot back to the University. Three



Dave Crosdale interceptions, the slaughtering of Bill Burnham, a miracle punt by John Romboli, the touchdown run by Hank "the tank" Sareault, and the game-clinching touchdown pass to Romboli were the memorable moments of the game.

The 1977 Minuteman team stood out naturally, but so did the individual players:

— The offensive line which provided exceptional blocking for the I formation.

— Kevin Cummings return from knee surgery to reestablish himself as the top receiver on the team.

— John Gladchuk, another wide receiver, made catch after catch with his sure hands.

— Billy Coleman ran through opposition often enough to gain 824 yards.

— Sareault provided the perfect compliment to Coleman from his fullback position.

— Dent broke many a game open with his open field running and blazing speed.

— Phil Puopolo wrapped up quarterbacks and running backs with equal aplomb.

— John Willis also startled the opposition with a strong pass rush and a hunk against the run.

— Linebacker Joe McLaughlin made a made a habit of devouring opposing ball carriers.

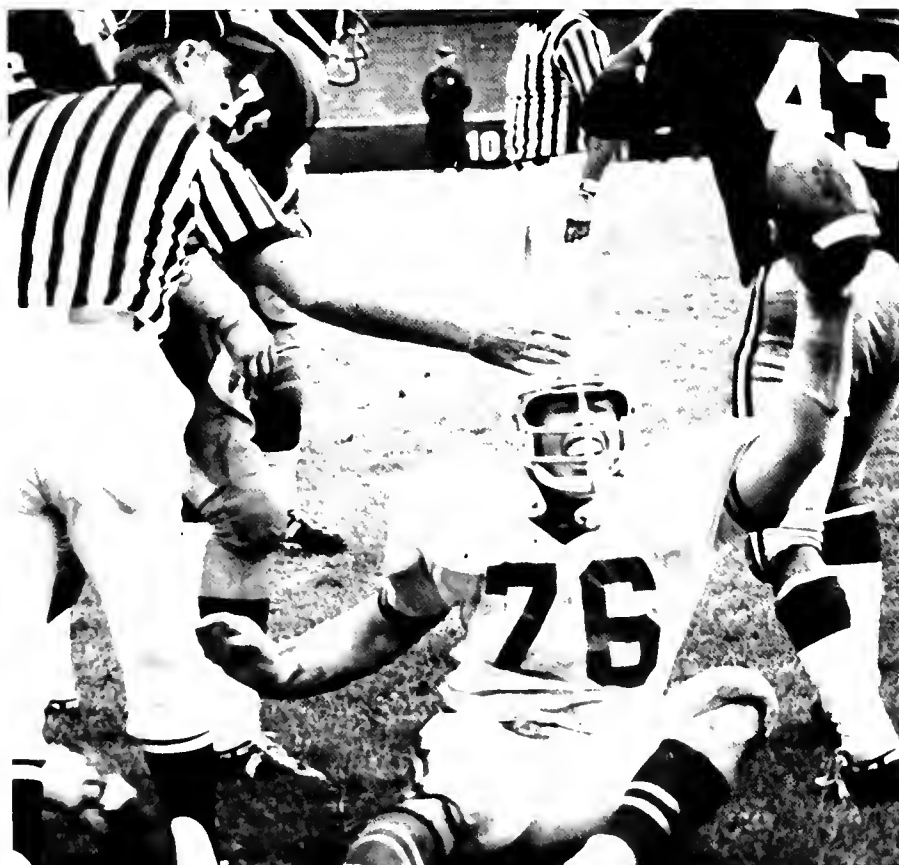
— Peter McCarty, the defensive leader,

played his usual outstanding brand of defense on the field.

For all their efforts the Minutemen were selected for the Division II play-offs, only to lose to Lehigh, which eventually won the national title.

For the 1978 season the Minutemen have moved up to a new NCAA classification, Division I AA. Hopefully the high caliber performances of the fall 1977 season will continue into the future.

— Judy VanHandle



Men's Soccer

Finishing the season with an overall record of 10-5, the 1977 edition of the UMass soccer team set a new record for wins in a single season as it churned its way to a third place tie in the Yankee Conference. In addition, the Minutemen were selected to play in the ECAC Regional Tournament, where they were defeated by Adelphi University 1-0.

"It was a very gratifying season although we were passed up for a berth in the New England Division One Tournament," said UMass Coach Russ Kidd. "I have to give most of the credit for this year's success to the seniors for the leadership they provided." The seniors that Kidd spoke of are: Andy Moore, Willie Sorenson, Ed Niemec, Larry Aronson, and goaltender Mark Hodgdon.

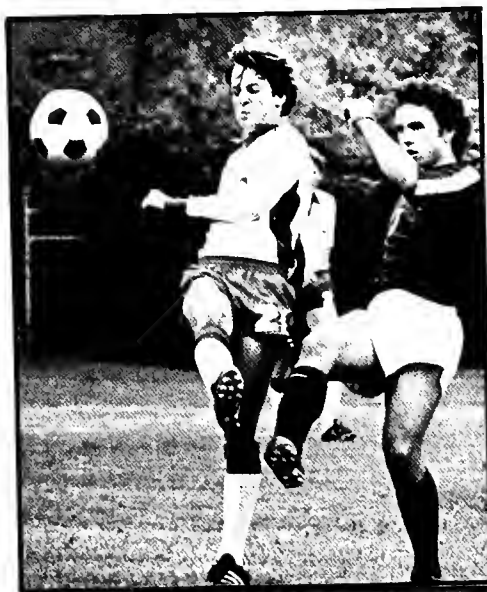
While the seniors formed the back-

bone of the team, freshmen Tasso Koutsoukos and junior Joel Mascolo provided the flashy scoring power that helped the Minutemen set a new record for goals in a single season (36). Koutsoukos led in scoring with 13 goals and 3 assists while Mascolo notched 7 goals and 7 assists to tie the UMass record for assists in a single season.

Defensively the Minutemen relied on goaltender Hogdon, Aronson, juniors Mike St. Martin and Pat Veale, and sophomore Mark Vassolotti to clear the UMass zone of attacking forwards.

"If it wasn't for the three straight losses in the middle of the season to Vermont, Harvard, and Boston U., we would have probably gained a berth in the New England's and gained some national recognition," summed up Kidd.

— Mark Marchand



Women's Soccer



Women's soccer at UMass began in the fall of 1976, and consisted of fourteen members who met occasionally to scrimmage. The second season for the soccer club in the fall of 1977 was totally different. A sign-up sheet revealed that seventy women were interested in playing, but many found that they couldn't meet the time commitment and weren't able to participate. The first practice began with fifty women and volunteer coach Louis Macedo, who was later assisted by Rick Galipo and Rick Zanini.

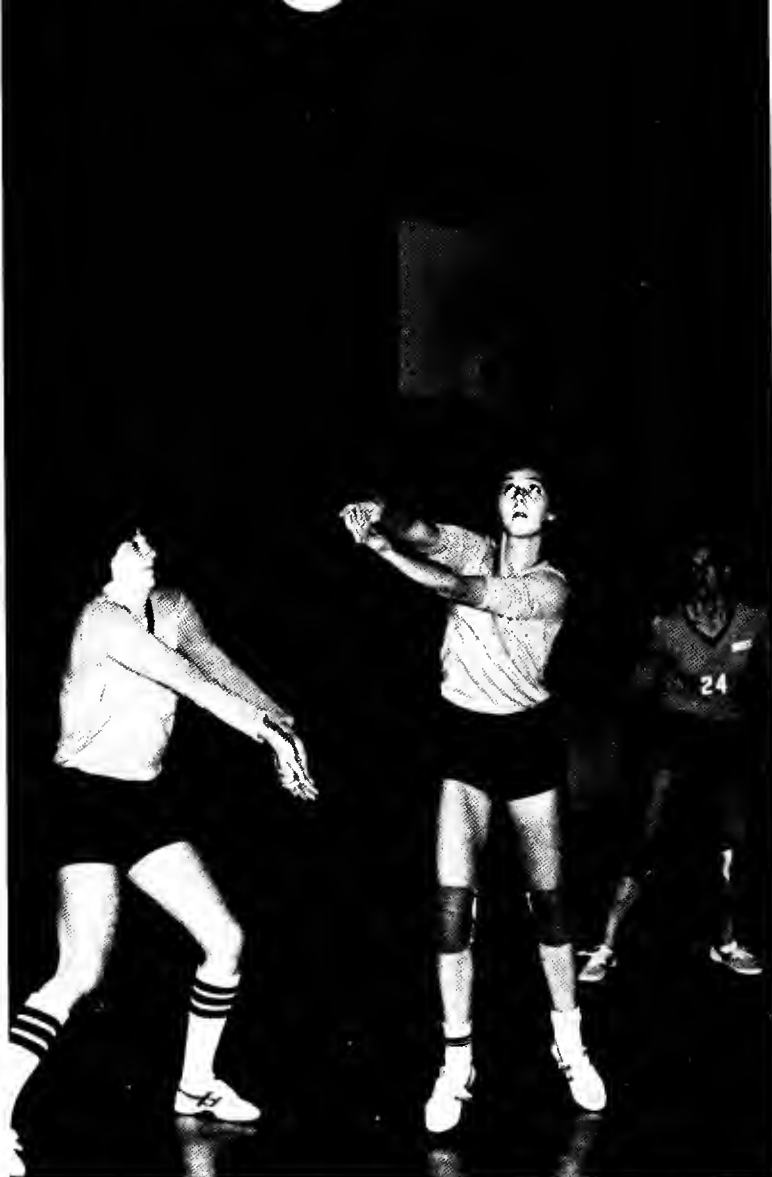
In its second week of practice, the women learned that they had received RSO funding, and the scheduling of games was started. The team used the RSO funding, club dues, and money from the athletic department to buy uniforms, which many team members recognized as a positive indication that the team was here to stay.

The women's soccer club kicked off its season with a victory over Smith College.

The success continued as the team kept improving. Consecutive victories over Mount Holyoke (two), Dartmouth, and Boston College proved that the soccer club could indeed play competitive soccer on the collegiate level. The winning streak ended at the Tufts Tournament, with two losses in one day.

The team got back on the track the following week by tying Springfield College in a tough game. The next competition which the team faced was a three-team tournament held at UMass against the University of New Hampshire and UConn. UMass took the tournament by winning all three of its games, playing UConn once and the University of New Hampshire twice. The team closed out its successful season a week later with a 3-0 victory over UConn on their home field, tallying a final record of eleven wins, two losses, and one tie.





Volleyball

In September, as they prepared for the season's opener, it looked to be a building year for the UMass women's volleyball team. Only four members of the final roster had any varsity experience. The team consisted mostly of sophomores and freshmen. It was only Diane Thompson's second season as head coach and just the third year that the University had fielded a volleyball team.

After struggling through a rocky first half, the Spikers came of age in the last third of the 1977 season and finished with an impressive record of 11 wins and 13 losses. Although the team didn't reach the .500 mark, their victory total was the best for any volleyball team in the sport's brief history at UMass.

At the outset of the season, Coach Thompson said the key to the team's suc-

cess would be how well they communicated with each other on the floor during their matches. The communication wasn't evident in the early going and the team's inexperience was obvious as they repeatedly failed in the clutch, dropping their first three matches to UNH, Vermont, and Bridgewater State.

In their fourth match of the season, the spikers showed flashes of brilliance, pushing a powerful Southern Connecticut team to the five game limit before dropping their fourth straight match.

The team finally captured their first wins versus Salem State and Northeastern. But then they suffered through another streak of inconsistency and after eleven games had only two victories.

The spikers doubled their win total by victimizing UMaine (Orono) and University of Bridgeport on their way to a second place finish in a quad match.

Again they suffered a minor relapse into their inconsistent habits and dropped their next two matches. Fifteen games into the

season, their record stood at four wins, eleven losses.

It was at this point that things began to jell for the squad as they won five out of their next six matches. The wins not only gave the team's confidence a boost but also kept alive the dream of a .500 season, the team's goal.

The dream ended as the spikers lost a five game match (the last game going into overtime) to UConn leaving their record at nine and thirteen with two matches left to play.

Before the team's final tri-match, Thompson informed the squad that their application for a slot in the state volleyball tournament had been rejected.

Although the season was over for all practical purposes, the team refused to just play out the slate. Instead, the women came up with one of their strongest performances of the season, defeating Westfield State and Keene State without losing a game on their way to a first place finish in the tri-match.

— Leo Peloquin



Field Hockey

The field hockey team was the most successful team in the fall season. Under second year Coach Judith Davidson, the team, solid with veterans and bolstered with second year varsity players, stretched a season of fourteen games to a school record of twenty-two, traveling over 3,500 miles in the process.

The stickers swept through New England competition and climaxed its season by placing seventh in the National play-offs in Denver, Colorado.

It was an experienced team with a new attitude as it started its season differently by beating perennial power Springfield College 1-0. Behind Cheryl Meliones goals and Kathy Gipps shutouts, the stickers beat seven other teams in a row before tasting defeat and ending the regular season with a 8-2-4 record.

From there, it was on to the Northeast

Intercollegiate Championships at Harvard University. Lynsie Wickman, Sue Kibling, and Laura O'Neil scored game winning goals as UMass beat Maine, Dartmouth, and

Springfield again to advance to the finals for its fourth game in two days. A loss to Connecticut in the finals kept UMass from a Northeast Championship but not from qualifying for the Nationals in Denver. Coach Davidson and fourteen players arrived in Denver seeded thirteenth among sixteen of the nation's top teams. All the enthusiasm for a championship was quickly abandoned as the stickers suffered an opening 2-0 loss to Delaware.

But the offense came alive in its next two games, beating Arizona and Bemidji State 4-1 in each game. Coach Davidson said that the wins were "the best field hockey played by any team at the Championships."

A 1-0 loss to sixth ranked Connecticut ended the season for the stickers, and placed them seventh.

The long season was a culmination of four years of hard work of six seniors, Judy Kennedy, Ginger Bulman, Cheryl Meliones, Sue Kibling, Kelley Salls, and Kathy Gipps, and each contributed to its success. Offense players Kennedy, Bulman Kibling, and Meliones scored important goals, while defensive back Salls added one in the Nationals but, along with sweeper Gayle Hutchinson and goalie Gipps, was mainly responsible for the team's strongest point, its defense. Gipps recorded nine shutouts over the three month season, with a .81 goals against average, proving her as one of the nation's best at her position.

Another valuable aspect of the seniors which cannot be measured was the winning attitude taught to the "younger players" as they carry on a successful tradition. Julie McHugh, Julie Hall, Sue Kreider, Laurel Walsh, and Laura O'Neil each contributed and improved with the added experience, while Lynsie and Jody Wickman, along with Gayle Hutchinson combine as three top New England players.

— Jim Gleason

Men's Cross-Country

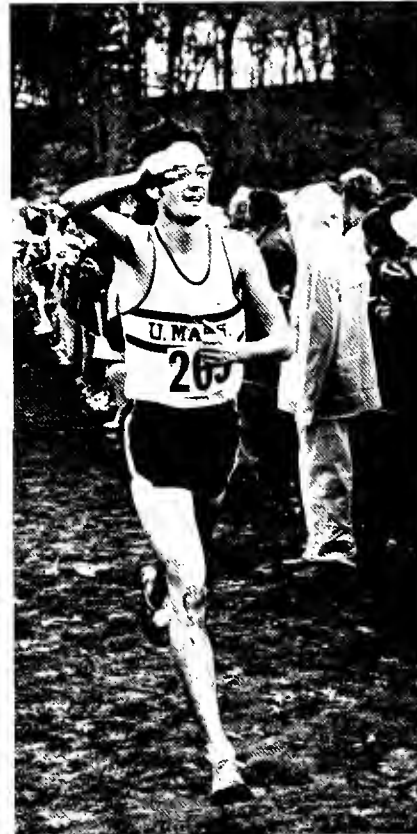
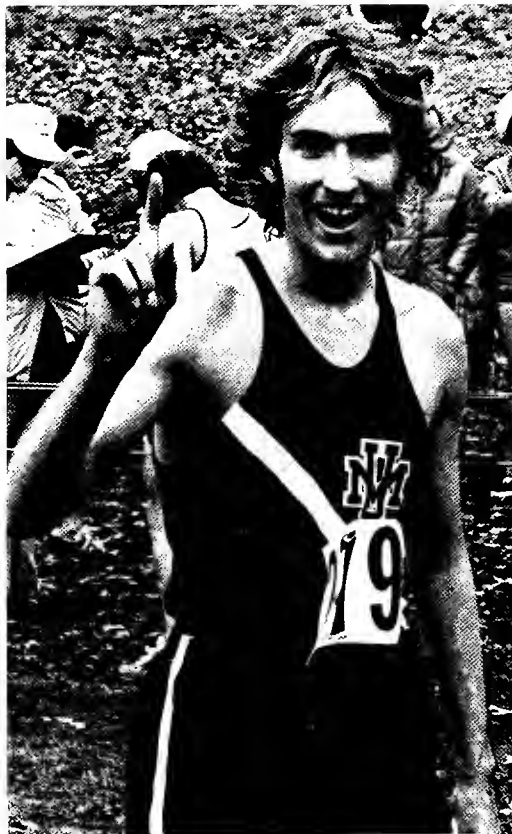
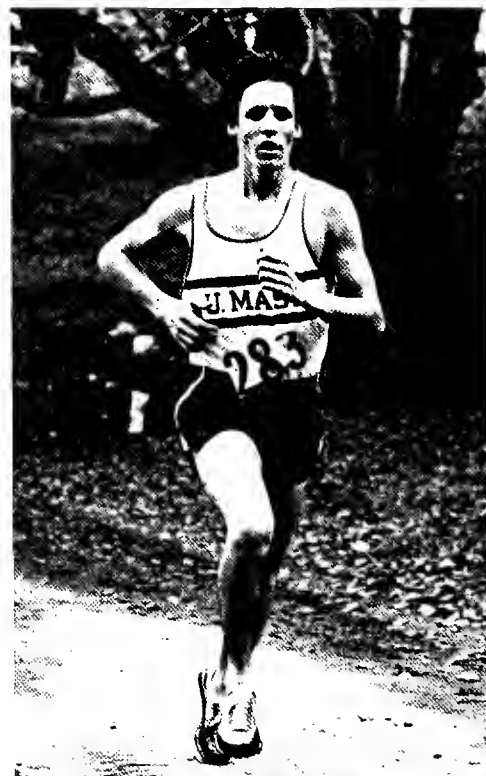
"It's been a long time since we last brought home the silverware," said UMass head Coach Ken O'Brien as he clutched the twenty pound IC4A championship trophy, emblematic of the best college and university cross country team in the East. One week later, O'Brien and seven members of the squad took the "cross country" trip to Spokane, Washington, for the NCAA championships, where UMass finished as the 19th best team in the country, and two All-American honors were garnered.

Junior co-captain Mike Quinn, and junior transfer from Providence College, Stetson Arnold, were accorded All-American status for having finished in the top field of fifty. Quinn's 16th spot earned him the honor for the second consecutive year,

while Arnold, absent for two years, was honored for the second time with the 23rd overall spot.

Besides stand-outs Quinn and Arnold, the team was deep and talented. Senior captain Frank Carroll, junior Kevin McCusker, junior Louis Panaccione, and brothers Tom and Matt Wolff helped the harriers compile a 9-2 dual meet season. The only losses were to Providence College and the University of New Hampshire, but O'Brien's men achieved their eighth straight Yankee Conference title, a strong second place finish in the New Englands, the IC4A Eastern title, and a 19th overall place in the country.

— Mike Berger



Women's Cross-Country

Coach Ken O'Brien's women's cross country team entered its season with great expectations and the resources to carry them out. O'Brien had brought in a new coach, nationally known distance runner Charlotte Lettis, a former UMass runner, to coach the women.

To do the legwork, three seniors were returning, along with three other letter winners. A promising group of freshmen runners were also enrolled, which led Lettis to comment after the first meet of the season, "We'll be a better team than last year, and definitely as deep."

When the season's log was checked, the Minutewomen had gone undefeated for the third year in a row in dual meets and

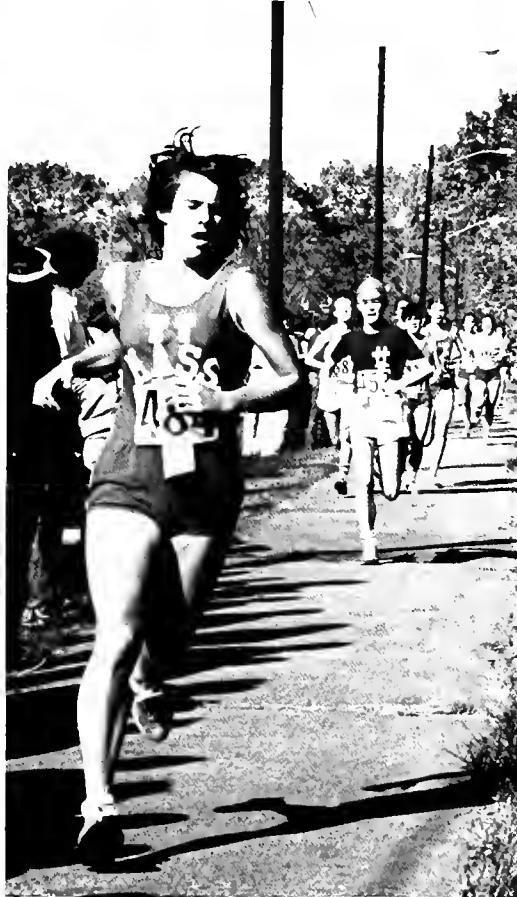
had defended their title in the Brandeis Invitational.

Although veteran co-captain Jane Welzel had led the team throughout the regular season, when the post-season came, it was a freshman who stepped out to lead the squad. In both the New England meet and the Eastern's, frosh Tina Francario of Brockton turned in improving and outstanding performances. In the NE meet, she was eighth, leading the Minutewomen to their second consecutive second place finish. In the Eastern's, Francario was even more impressive, again finishing eighth and again leading the women to their second consecutive third place finish in that meet.

"I haven't peaked yet," said the lithe harrier after the final race of the season, "and I don't think I ever have - the season always ends." That certainly bodes well for the next three years of UMass women's cross country.

The consistent Welzel was the second UMass harrier across the line in both meets, completing an impressive career at UMass. Aply rounding out the top seven in the post-season meets and during the season were senior co-captain Sue Swartz, junior Debbie Farmer, sophomore Barb Callanan and frosh Priscilla Wilson and Linda Welzel.

— Dave Rodman



Men's Basketball

"Just couldn't stop when the spark got hot."

That was taken from "Disco Inferno", a song from *Saturday Night Fever*, a movie which enjoyed great success when the Minutemen were in basketball action from the end of November to the end of March.

And yet, that song fits the 77-78 edition of Coach Jack Leaman's squad as when "the spark got hot", the Lea-men were invincible, knocking off highly touted Holy Cross, Villanova, George Washington and Pittsburgh, while losing to Providence by a single point.

But the minutemen's season-ending spark turned toward frostbite as they fell victim to less-than-formidable UConn, Maine and New Hampshire and had a disappointing showing against Duquesne in the EAA playoffs. UMass finished with a 15-12 (5-5 EAA) record.

It was a year of many trials!

On January 17th, the Minutemen were emotionally recovering from a literal near death situation. Four hours after a dejected Lea-men squad lost in embarrassing fashion to UConn, the roof of the Hartford Civic Center caved in.

Then, on February 7th, just a few days after UMass had finished its intersession, the entire state was bracing itself for the snowstorm of the decade.

As a result of the blizzard, Leaman's squad had to play nine games in the space of 16 days. Six came within a span of seven days. Pure NBA stuff.

Physically, Leaman needed all the men he could suit up due to the Asian flu, which caused the majority of the campus to flood the infirmary. Mike Pyatt, Brad Johnson, Jay Stewart and Mark Haymore were all struck with the illness.

Added to that was All-New England, Connecticut Classic MVP, EAA and ECAC Division I player of the week Alex Eldridge injuring knee ligaments and thus missing three games and being used sparingly in the EAA championships.

But the Minutemen displayed flashes of brilliance. This team certainly had talent, charisma, and showmanship. "Boob" (Eldridge), "D" (team captain Derick Claiborne), "E-Man" (Eric Williams), "Dunk" (Mark Haymore), "Bad Brad" (Brad Johnson) along with Mike Pyatt, Billy Morrison, Lenny Kohlhaas, Chuck Steveskey and Tom Witkos all made contributions to this team.

The good times. Yes, there were some. Certainly the game-ending 30 foot bomb by Williams to upset nationally-ranked Holy Cross; the complete domination of a Villanova squad which eventually lost in the quarterfinals of the NCAA tournament; the 8-0 record in the month of December which climaxed in the taking of the UConn Classic; and solid victories over George Washington and Pittsburgh all were moments to remember.

Statistically, it was a very good year for the senior-laden UMass squad. The New York trio of Pyatt, Claiborne and Eldridge were quite productive as they broke five UMass records.

Pyatt broke Julius Erving's career scoring record of 1370 total points on Feb. 18 and hit a blistering 28 in the final game of the season against Duquesne. The 6'-6" senior hit 13 of 17 shots in that game and finished with 1503 career points.

Claiborne, solid and consistent, set the record for most games played in a career (107, breaking the old record of 83) and most consecutive games played (91, breaking the old record of 79).

Against New Hampshire, Claiborne hit for his 1000th point, giving UMass two 1000-point guards in the same backcourt. Claiborne scored 1033 points in his four-year career.

Undoubtedly, 1978 was Eldridge's best year. He now holds the record for most assists in one year (174) and most assists in a career (518). He scored a career total of 1053 points.

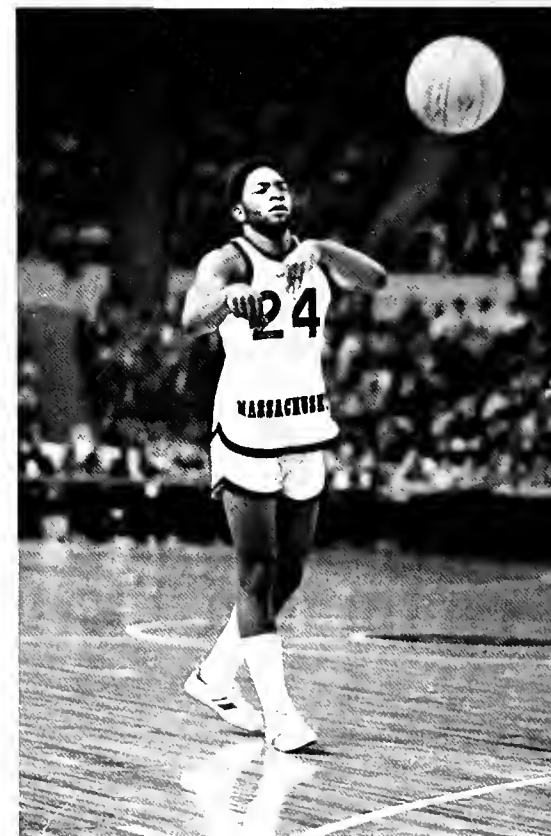
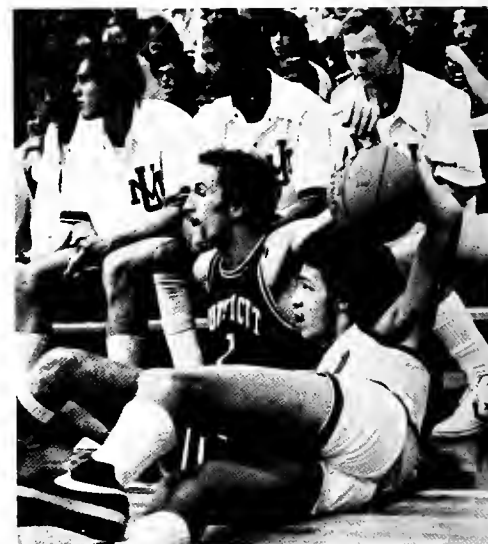
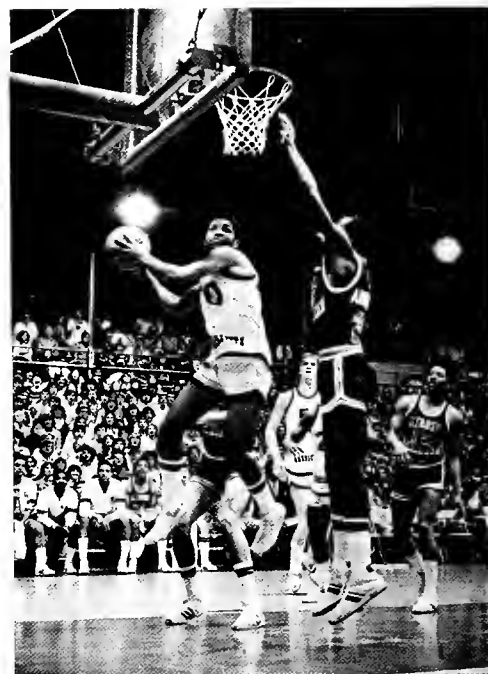
Eldridge was named to the U.S. Basketball Writers All-New England (District I) first team and was twice named to the ECAC Division I weekly basketball team as co-player of the week.

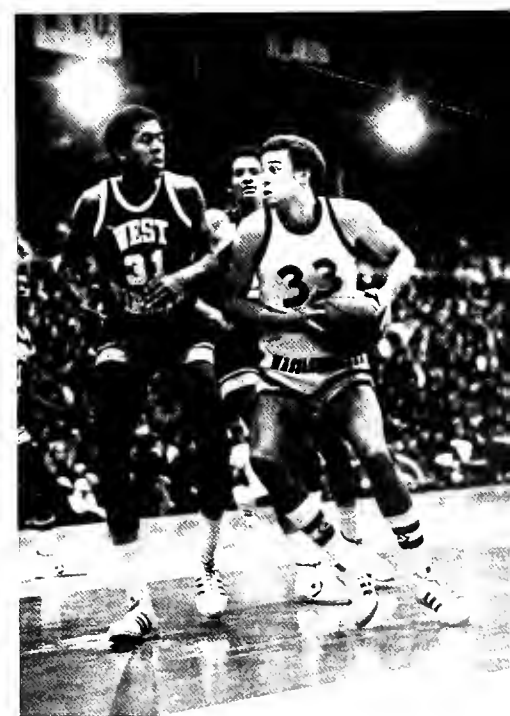
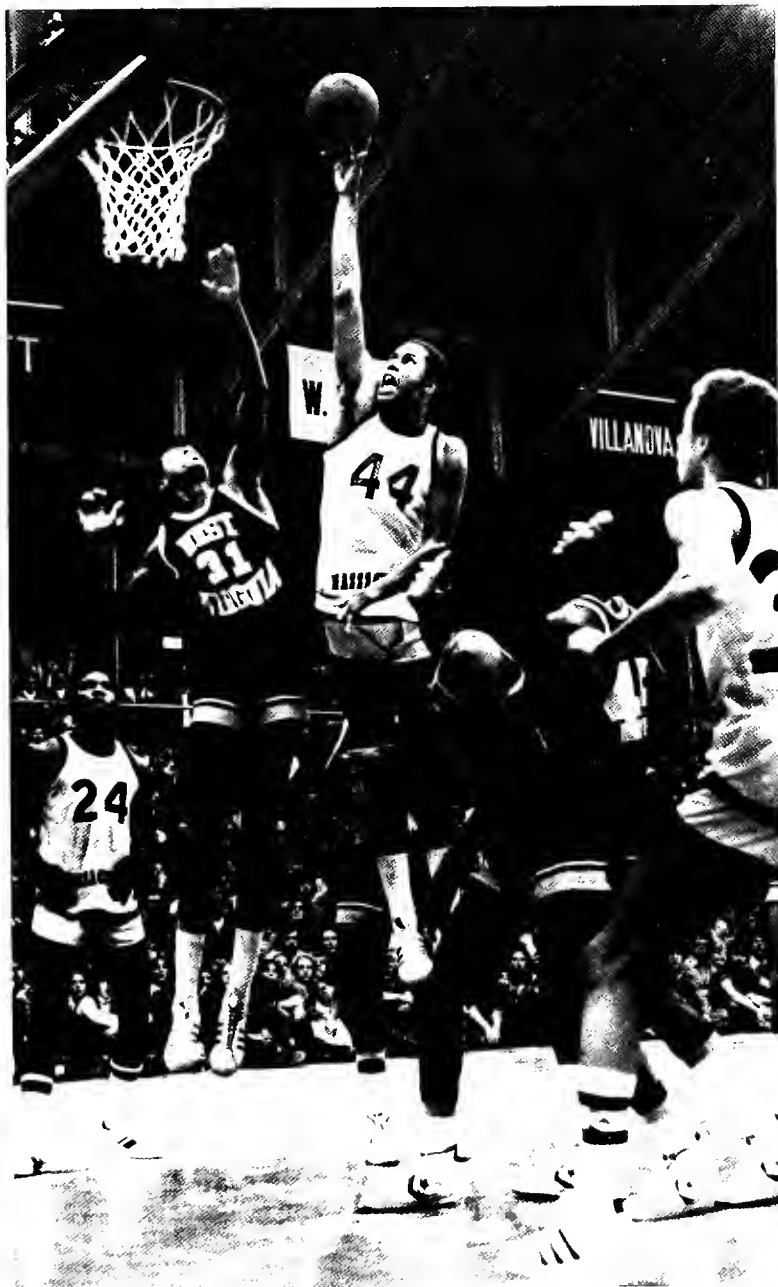
Haymore, a transfer from Indiana, averaged 14 points a game and set a school record for the highest goal percentage in one season. For most of the year, Haymore led the nation in this category.

The final loss against Duquesne was tough to take but it summed up the season. Playing so brilliantly at times and then losing momentum, only to regain it and then lose it.

The spark was unable to get hot when UMass needed it.

— Mike Berger





Men's Gymnastics

With a win over Temple on February 27, the UMass men's gymnastics team ended more than their 1977-78 season. The win also brought to a close an era which saw some of the finest gymnasts in the country compete for UMass.

Seniors Dave Kulakoff and John Forshay were the last of the outstanding competitors recruited by former coach Tom Dunn, who for four years tried to build UMass into a national gymnastics power. At the end of the season, Coach Dick Swetman also left, marking the end of a seven year Penn State coaching dynasty that also included Dunn and Bob Koenig. Swetman will be replaced by UMass grad Roy Johnson.

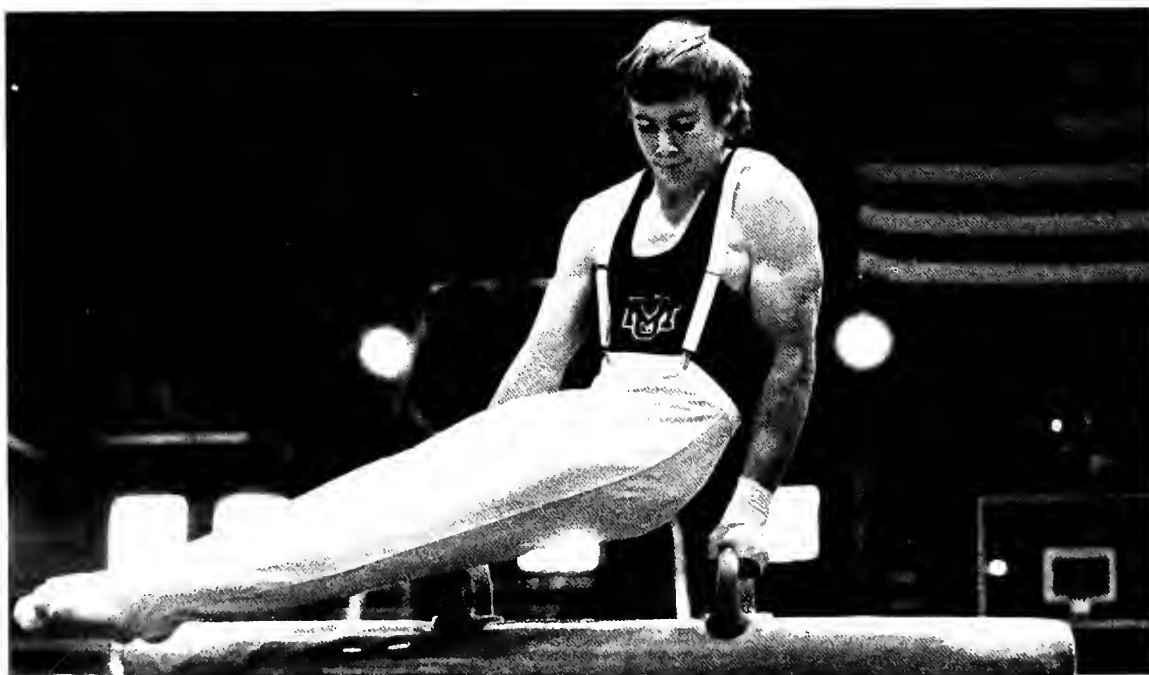
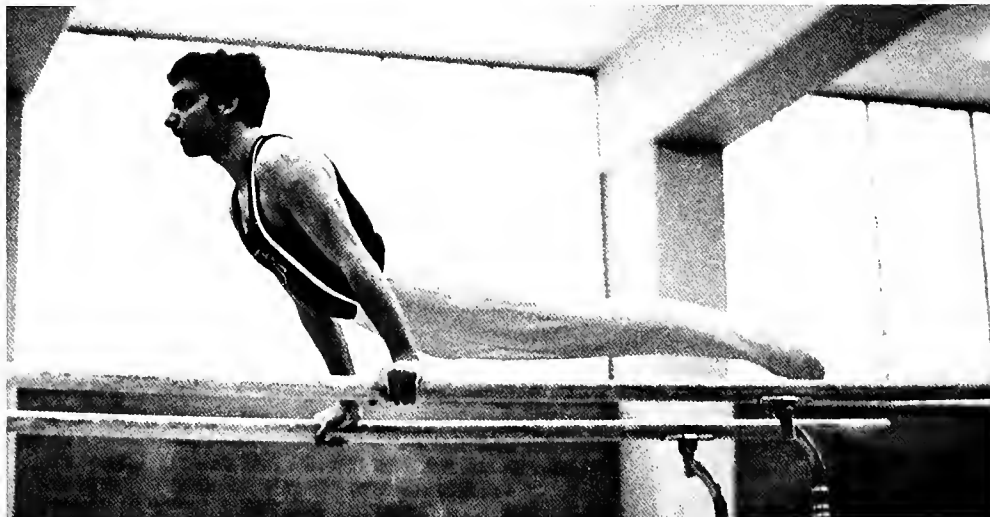
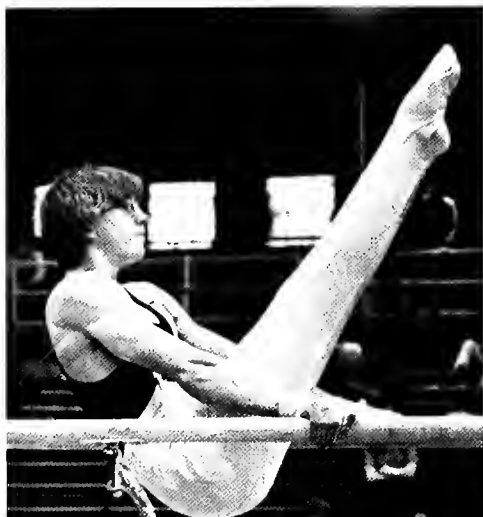
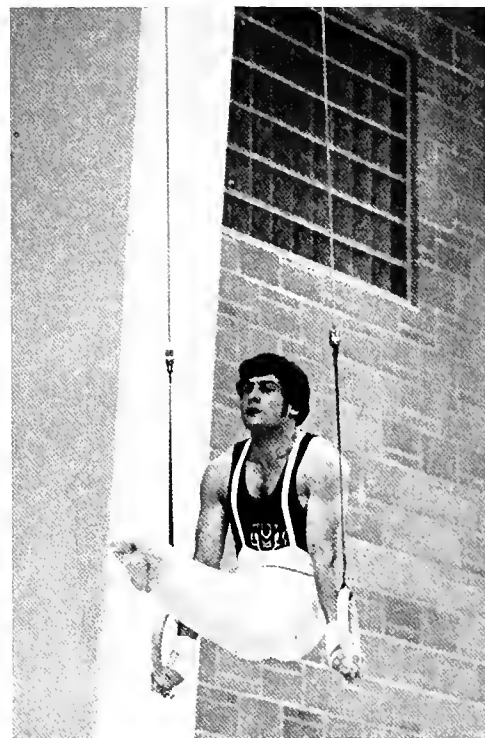
The team compiled a 6 and 5 record during the season, including surprising

wins against Springfield and Temple. Those wins were the first for UMass against those in three years. The Springfield win also gave UMass its highest point total of the season: 193.25.

The finale of the season was a fifth place tie with Springfield in the Easterns. Kulakoff was upset in the individual competition, losing his pommel horse title to Tony Williams of Southern Conn. John Forshay finished seventh in the floor exercises.

Kulakoff ended his college gymnastics career with an eleventh place finish in the NCAA Division One Championships. He missed making the top eight finalists by only .15. "I'm just glad that I hit both routines and scored as well as I did," said Kulakoff afterwards.

— Chris Bourne



Women's Basketball

For the UMass women's basketball team, 1978 can best be summed up in one word: frustrating. The frustration began in September, when starting center and co-captain Lu-ann Fletcher tore a cartilage in her knee in a pick-up game, forcing her to miss most of the season.

It continued in January, when starting guard Sue Henry left the team due to academic problems, and finally, the climax of it all came in early March, when Providence ended the Minutewomen's post season hopes by taking a 61-67 verdict in the finals of the Eastern regionals. Thus, a season which had once looked as if it might have been of vintage quality was reduced to a series of might-have-beens and what-ifs. Not helping the situation was a bizarre schedule which saw UMass play only three cage games. However, the fact that UMass was able to finish the regular season at 13-6 and be chosen for the playoffs was testimony to the ability of

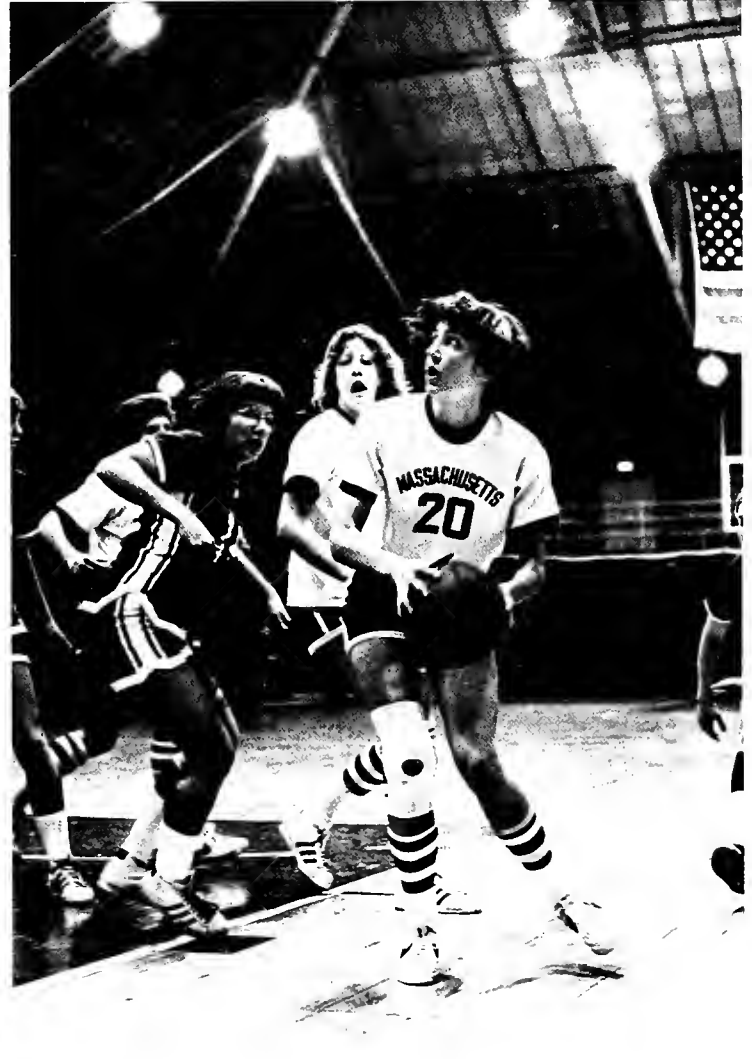
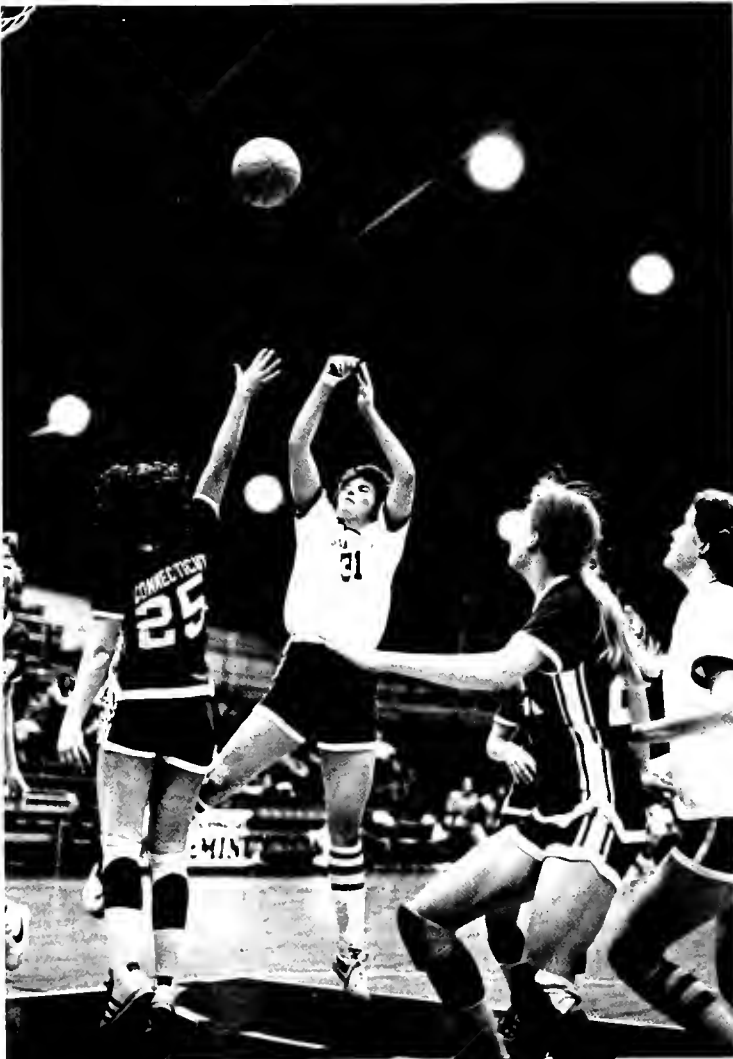
the Minutewomen to adapt to some tough situations.

In particular, sophomore Sue Peters, shown at her guard spot, set a regular season scoring record with over 400 points, and also established a single game record with thirty-three points against Vermont in early December.

In addition, co-captain Cheryl Carey lent a steady influence with her savvy and general hustle, while freshmen Cathy Harrington, Julie Ready, Mary Hallaren, and transfer junior Jen Parker also displayed potential.

Highlights included a season-starting five game streak, a one point loss to St. John's in overtime (but not before Henry heaved in a last second, mid-court shot at the end of regulation to tie it), and a thirteen point win over archrival Springfield.

- Judy VanHandle



Women's Gymnastics

In the last seven years, under the coaching expertise of head coach Virginia Evans and a variety of assistants, the women's gymnastics team has established itself as a national gymnastics power.

In 1973 the team captured the Association for Intercollegiate Athletics for Women (AIAW) gymnastics championship. In 1974 and 1975 the team won the Eastern title but could not recapture the national crown. This season the team finished third at the EIAW championships and eighth in the national championships.

Evans attributes the team's finish to an unrelenting flu and several persistent injuries which kept the starting line ups in constant rotation. Despite these problems, the team finished the season with a 8-1 record and entered the nationals seeded twelfth. UMass also has the distinction of being the only team in the country to beat national champions Penn State during the regular season.

Seniors Stephanie Jones, Susan Cantwell, and Debra Law competed for the last time for the gymwomen at the AIAW championships in April in Seattle.

Despite suffering from a fractured rib and a sprained hip, Jones was the top UMass competitor, finishing thirteenth in the all-around competition.

Jones strongest season came in 1976-77 when she set two UMass records on the uneven parallel bars and balance beam. By finishing second on the bars, fifth on the beam, and tying for eighth in the all around, she qualified for the World University Game Trials.

Cantwell has been a highly visible member of the team in her four years at UMass. As a freshman, she was named an All-American for her contribution to the team's victory in the Easterns. Since then she has been a consistently strong contribution to the team's success. Cantwell was one of the healthiest gymnasts this season and culminated her four years of competition by finishing twentieth in the all-around competition at the nationals.

Law was also a member of the 1975 eastern championship team. She concentrated on the bars this year and was one of those specializing gymnasts who don't make headlines but are a very important part of the team's continuing success.

Freshwomen Karen Clemente, Coleen Thorton, and Debbie Smith had lots of opportunity to compete and gain experience this season. Clemente was one of four regular all-around performers and improved steadily throughout the season.

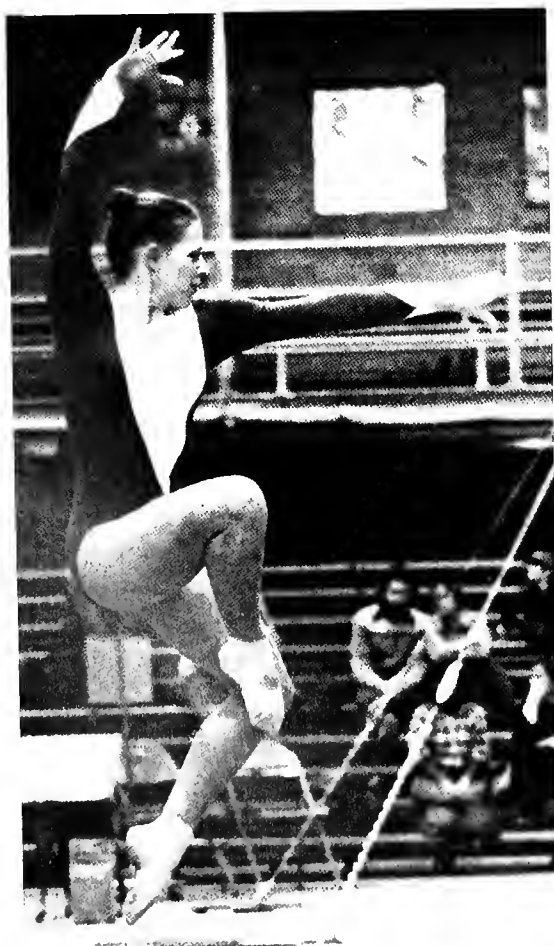
Thorton was sidelined with a back injury but appeared to be regaining strength late in the season. Smith has all-around potential but specialized on the floor for most of the season.

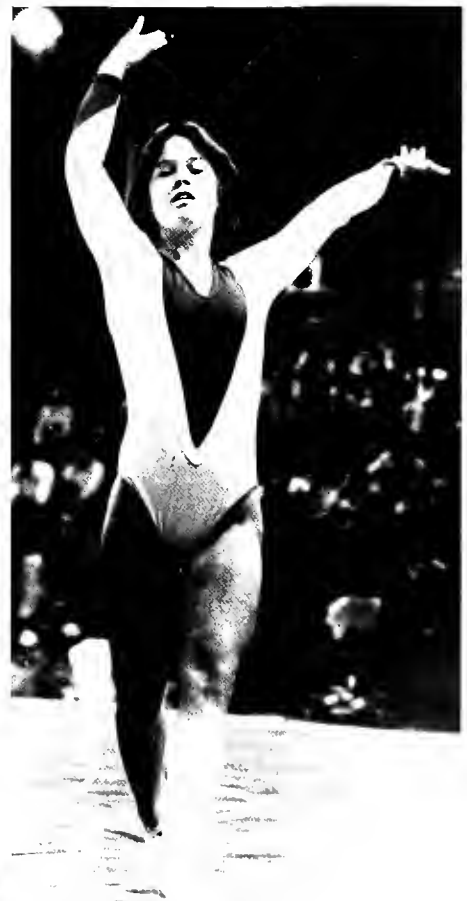
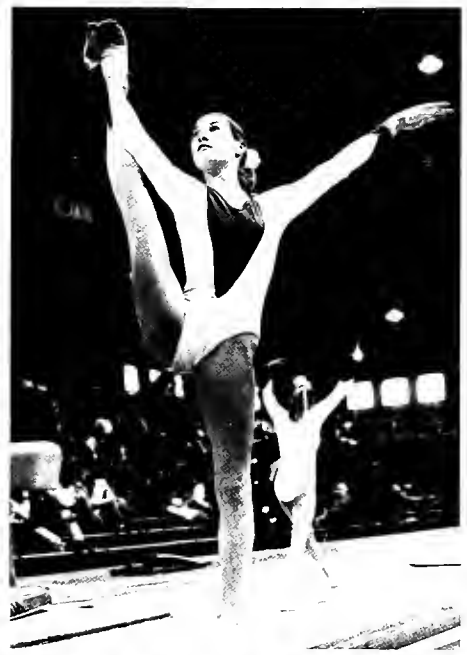
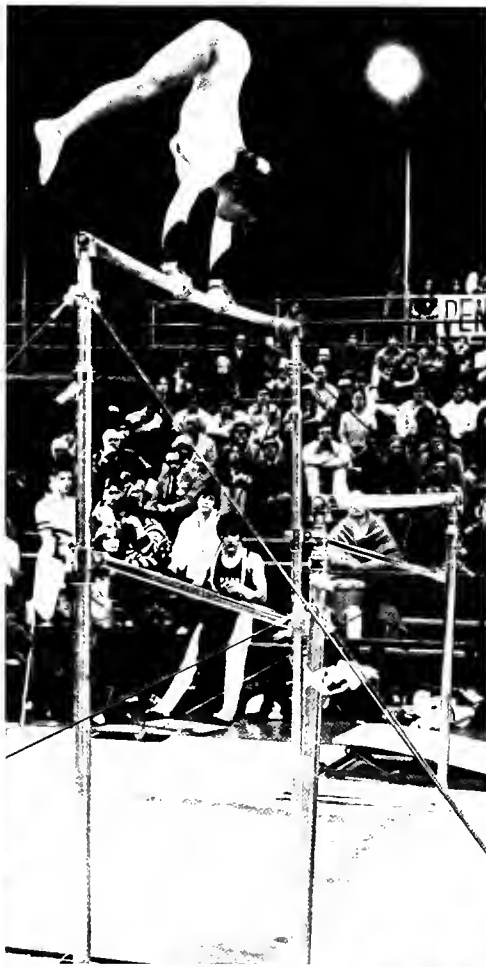
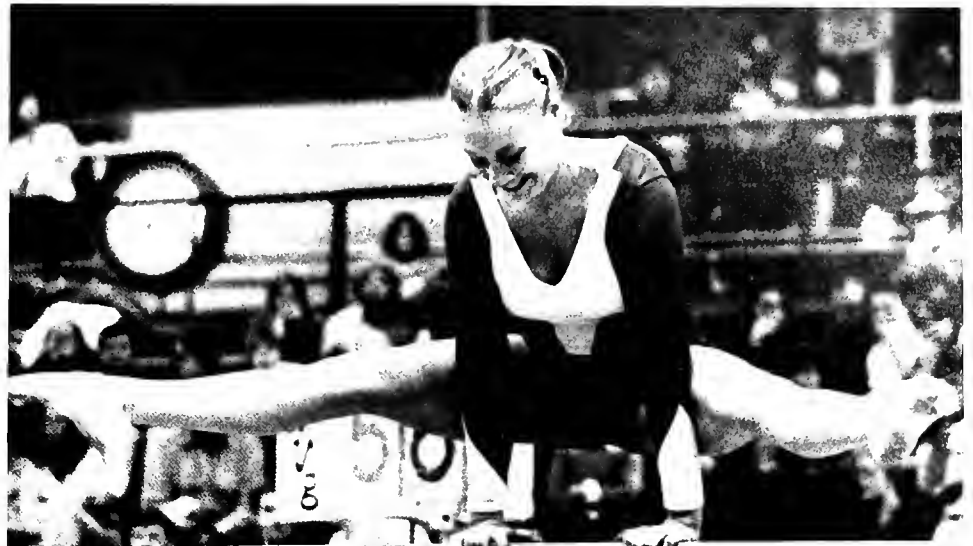
Sophomores Karen Hemberger, Laurie Knapp, and Kim Whitelaw also provided strong performances throughout the year. Hemberger narrowly lost the Eastern vaulting title to national all-around champion Ann Carr as she finished just .05 of a point behind Carr. Knapp specialized on the beam and helped stabilize the team's efforts on one of the most difficult events in sport. Whitelaw joined the team after the season began but contributed solidly on the bars and in vaulting.

The juniors on the team were those most seriously hurt by injuries throughout the season. Jill Heggie, the top UMass all-around competitor in '76-'77, was lost for the season when she severely injured her knee during the World University Game Trials. Jean Anderson tore ligaments in her ankle midway through the season and sat out further competition. Diane Laurenson was hampered by wrist injuries which kept her from competing on the floor, her strongest event. Julie Myers and Cheryl Morrier had trouble shaking the flu and were out for several weeks.

The team will certainly miss its seniors, but Evans is optimistic that next year will be another strong one for the Minutewomen.

— Laura Bassett





Men's Swimming

Many months of grueling training and self-sacrifice culminated in the most successful season the UMass men's swim team has ever had.

Coached by three-time former Olympian Bei Melamed, the "mer"-men proved they could compete with any team in New England.

Their season's record was a solid 7-2, including notable victories over Tufts, Amherst, and Vermont. The only defeats came against the University of Connecticut (the closest meet of the year, a single point loss on the last race of the meet), and Maine, the eventual New England champion.

Following the completion of the regular season, twelve of the team's most qualified members represented UMass in the NE Championships. About 250 swimmers and divers from over twenty-five colleges and universities competed in the three-day tournament.

UMass finished a respectable ninth in the team race, but more significantly accumulated a startling ten new school records.

Seniors Russ Yarworth and Tom Stevens, along with Jim Leland, Tom Nowak and Harry Fulford caused nearly a complete revision of the record book.

Leading the onslaught was Captain Yarworth, who made a habit of breaking records wherever he went all season long. Yarworth climaxed his UMass career with four records in his final four races.

He literally "did it all" as he displayed in the 200 and 400 yard individual medleys (IM). The most demanding of all events, the IM combines four separate strokes; the backstroke, breaststroke, butterfly, and freestyle. His other records came in the 200 yard butterfly and jointly in the 800 yard relay with Leland, Steb Stevens, and Nowak.

Also giving an inspired farewell performance was Stevens, who broke school marks in the 50, 100, and 200 yard freestyle events.

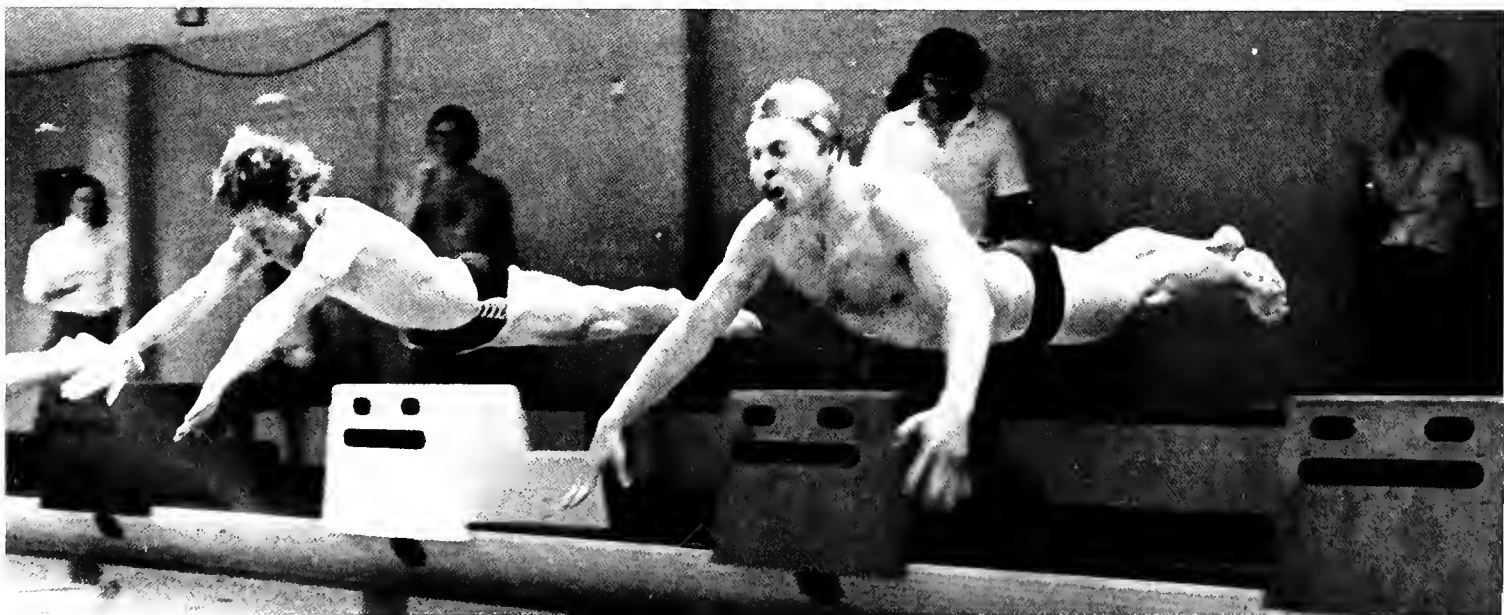
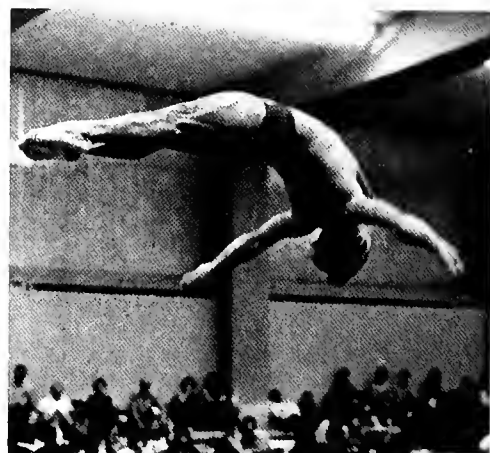
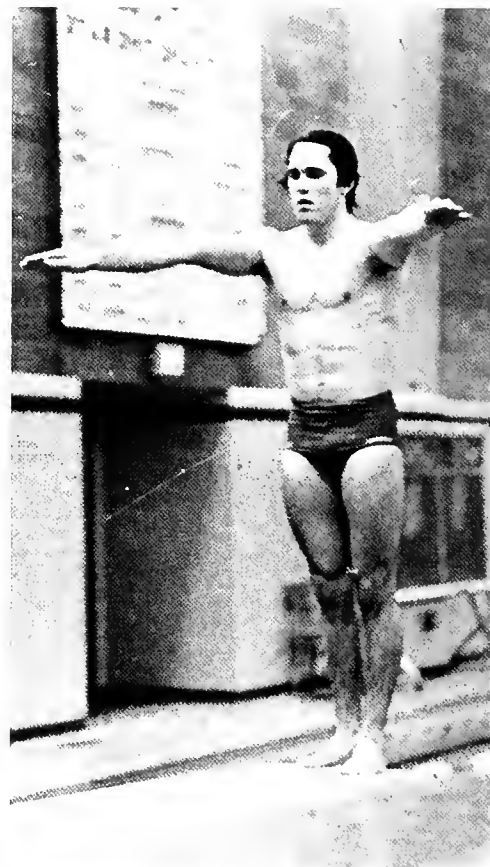
Leland etched his name in the record book with his performances in the 100 and 200 yard backstroke.

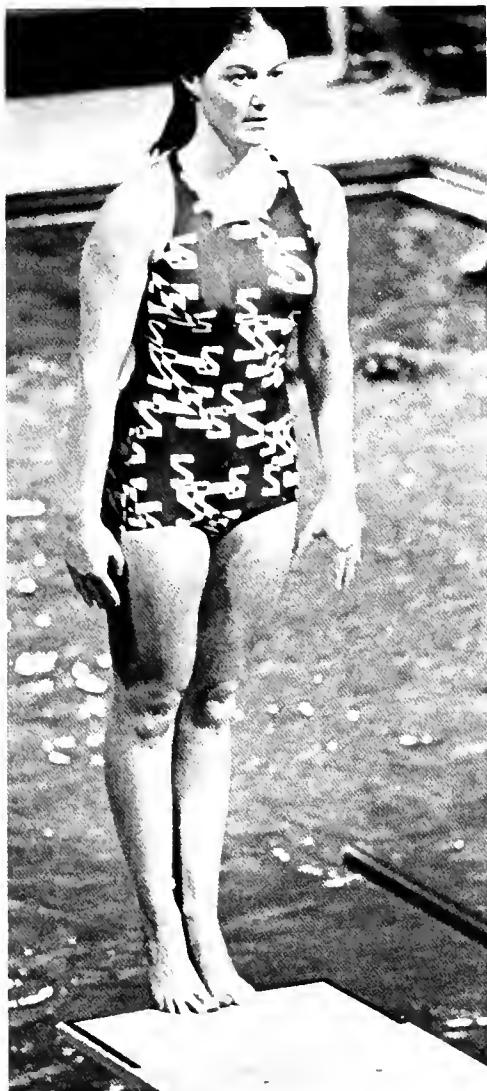
Among other valuable members of the team, somewhat overshadowed by the slew of records set in the NE meet, were the divers: Jim Antonino, Dan Conley and Dan Anthony. Their consistently excellent performances from both the one and three meter boards determined the outcome of many meets.

Freshman Bill Tyler established himself as the squad's top 200 and 500 yard freestyler, but was unable to compete in the NE meet due to illness. Departing senior Dennis Buss also proved a valuable asset all season long.

Not to be overlooked was the guiding inspiration of Coach Melamed, whose dedication characterized his past Olympic career.

— Bill Tarter





Women's Swimming

The women's swimming and diving team ended a tough season with a 6-7-1 record and a surprising seventh place finish in the New Englands. Six swimmers also qualified to go to the Easterns, but could not make the trip because of the flu.

Under the direction of first-year coach Jim Nunnally, the team worked from September to February, including three weeks of training during intersession. This year's squad consisted primarily of freshmen, but everyone worked hard and improved. Co-captains Lise Hembrough and Rachel Mack provided spirit and leadership, as well as good swimming. Although the Minutewomen just missed breaking the .500 mark, many of the twenty swimmers set personal records, and many team marks also fell.

UMass started its season off on a promising note by winning its first four meets, defeating Smith, Mount Holyoke, Williams, and the University of Vermont. But tougher competition soon came along, and the Minutewomen lost to UConn, Maine, Yale, and Harvard, while only beating Central Connecticut before intersession.

After three weeks of swimming twice a

day during the semester break, times dropped and the Minutewomen swamped Bridgewater in their first meet of 1978, but that was their final victory. The season ended with losses to Springfield and Southern Connecticut, and two meets were cancelled due to the storm in February.

Leading the team in scoring were sophomores Kathy Jurcik and Deb Schwartz. Schwartz also set school records in the 200 free, 500 free, and 400 individual medley, and was UMass' top individual performer in the New Englands with a third place finish in the 200 butterfly.

Other top performers were freshmen Kim Murphy and Celia Walsh, sisters Maryanne and Meegan Primavera, and junior Lynn Lutz, who set new school records in the grueling 1650 free and the 1000 free. Freshwoman Cheryl Robdau was voted the most improved swimmer.

Also adding points were divers Suzi Strobel, Kris Bullard, and Leslie Dunphy, who were coached by Doug Forsythe.

— Ellen Davis





Men's Skiing

The UMass men's ski team continued its winning ways by winning the Osborn Divisional Championship for the ninth year in a row with a 39-1 record in regular season competition against Boston College, Northeastern, UConn, Amherst, and Plymouth State (N.H.). In post season competition the team finished fourth out of eight teams in league competition and

finished second in the Canadian-American Invitionals at White Face Mt. in New York.

The outstanding ski racer for UMass was Dale Maynard, who completed his career with the best overall four year performance of any ski racer to attend UMass during the sixteen year tenure of Coach Bill MacConnell. Junior Scott Prindle and so-

phomore Bob Grout were tremendously improved and each had a great year. John Allard spent his junior year at Fribourg University in Switzerland, where he trained with the Swiss Academic Ski Team and was the lone American in the Student World Olympics in Czechoslovakia.



The UMass women's ski team had a perfect season, winning every event they entered, and ended with a perfect 54-0 record if you count all the American and Canadian teams they beat. The women compiled a 40-0 record during regular season competition against Boston College, Smith, UConn, and Merrimack. Post season they won the Candian-American Col-

legiate Invationals at Whiteface Mt. against top-ranking Canadian and American teams.

Stars of the women's team were senior Cathy Donovan and juniors Kathy Shinnick and Nancy Hayden. "These three came in one-two-three in more than half the races they entered and they made the clean sweep possible," head Coach Bill MacConnell

said.

For the third year in a row the women trained with the men's ski team all day Monday through Friday from December 20 to January 27 during the intersession break. The rigorous training program again paid off with winning ski teams for UMass.

Women's Skiing



Ice Hockey

After opening the season with a 4-1 win over New England College, the icemen lost five games in a row and the season seemed like a lost cause. But early last December something happened — the Minutemen snapped their losing streak and at the same time realized they could not only play with, but beat a Division II powerhouse. UMass knocked off Army by a score of 4-0. The Cadets weren't cream puffs, either, as they were a team that had compiled an impressive 21-6-1 mark in the 1976-77 season.

The Army victory started a hot streak that saw the Minutemen win seven, lose two, and tie one. In the streak, the Minutemen added two more Division II powerhouses to their list of victims — Holy Cross (3-2) and defending Division II champions — Merrimack (7-6 in overtime).

Unfortunately, just as life and a cupcake must come to an unhappy end, so did the Minutemen's season. Their 7-2-1 hot streak had made believers out of everybody, including Merrimack Coach Thom Lawler. In fact, the Minutemen were being considered for a playoff spot in Division II by the Eastern College Athletic Conference. However, the disastrous flu devastated the team almost as badly as Albert Camus' plague. The Minutemen held practice sessions with only six or seven players showing up, while the others stayed at home to combat the flu that swept the campus in late February.

Net Result: A team that felt and proved that it could beat anybody lost its edge and conditioning, which resulted in four straight dismal performances, four consecutive losses, and no playoff berth from the ECAC.

Coach Jack Canniff had some thoughts on his teams 8-11-1 performance. "After the way we started with a 1-



5 record, I began to wonder if we would ever turn around. But we did turn around and played well. But when you lose players (Dean Liacos -hernia, Joey Milan - torn ligaments, right knee, Barry Milan - one game suspension, Bob White - one game suspension, and Lincoln Flag - virus) it hurts. We were struck by adversity (the flu and injuries to key players) and didn't quit. We got better gradually, game by game after the adversity hit us, and skated right up until the final buzzer."

— Michael McHugh

Wrestling

The Minutemen had the privilege of opening the season against three nationally-ranked powers in a quad-match, and although the athletes from Rhode Island, Michigan and Syracuse did a disservice to Coach Dave Amato's legion (UMass lost all three meets), one could see the potential was there.

Through the early part of the season, Larry Otsuka (134) and John Allen (Heavyweight) were the only really solid performers. The Minutemen had a chance to claim their first win of the season at Harvard, but the Crimson eked out a 21-20 win.

This match was also noteworthy in that it marked Kevin Griffin's last performance as a Minuteman. The UMass co-

captain and former NE champion retired from the team shortly after to devote more time to school.

Mid-season bright spots were provided by Fred Rheault, with a 37 second pin against a Maine opponent; Dana Rasmusen's come from behind win in the closing seconds of his 118 pound clash with Connecticut's John Rocco; Charley Rigoglioso's flashes of brilliance at 142 pounds.

The team won only six meets during this rebuilding season, but win number six, a 30-15 pasting of New Hampshire, proved to be a fine tuneup for the New England's.

UMass had high hopes for the NE's, but in the opening seconds of his 134 pound match, Otsuka suffered a dislocated shoulder and had to bow out. He had been seeded number one in his weight class and a showdown between him and URI's Scott Arnel in the finals seemed inevitable. Ot-

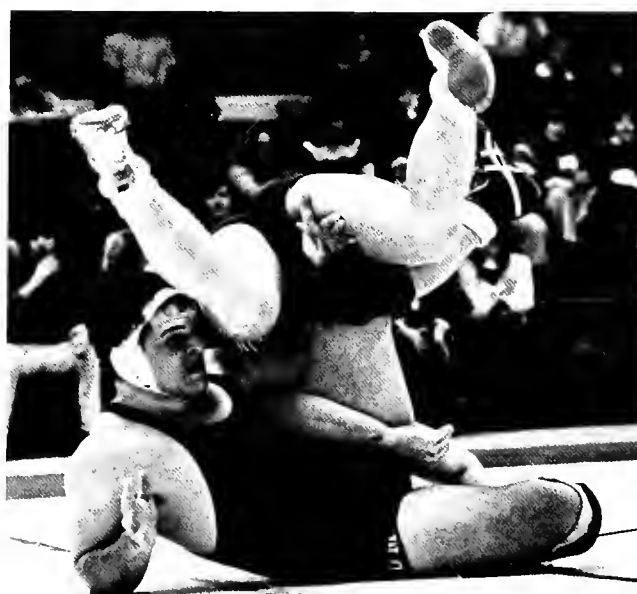
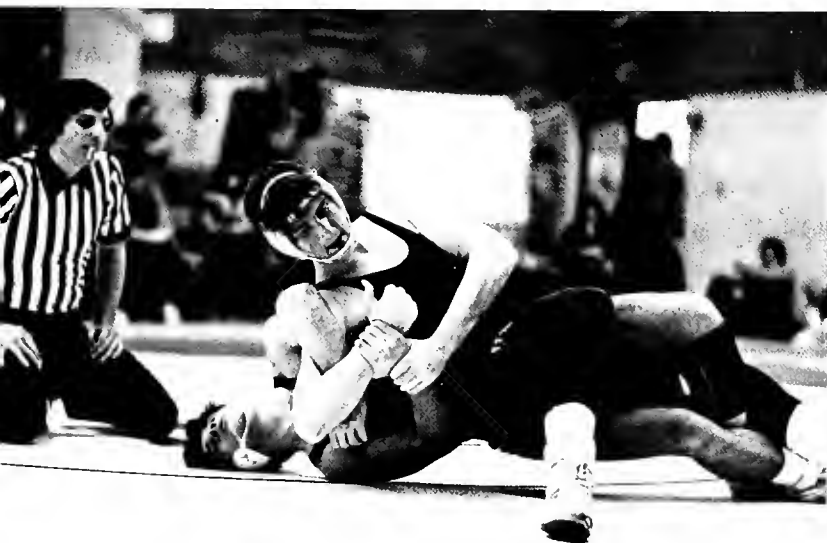
suka had beaten Arnel in the semi-finals a year earlier, and had also defeated him in the early season quad match.

Freshman heavyweight Allen pinned Paul Davis of BU to win a gold medal, giving UMass its eighth consecutive heavyweight championship, a tradition begun by George Ireland (1971) and continued by Carl Dambman (72-73) and Dennis Fenton, the current JV coach (74, 75, 76, 77).

Other medal winners included Rasmusen, who took the bronze at 118 pounds and Rigoglioso, who won the silver medal at 142 by advancing to the finals, where he was defeated by two-time defending champ Frank Pucino of URI.

Mike Carroll (158) and Co-captain Tim Fallon (150) had fourth place finishes.

— Steven Buckley



Women's Lacrosse

In only its third year of varsity competition, the UMass women's lacrosse team showed itself to be the class of the Northeast by winning the New England title and placing third in the country. The Gazelles were one of two teams from the Northeast which qualified for the national playoffs in Virginia. There they beat teams "they weren't supposed to beat" to finish third in the country, with an overall record of 17-1-2, which was the second best record of the top teams.

Led by single season record holders Judy Kennedy and Jeanne Hackett with 35 goals, and by a single season record playmaker Cari Nickerson with 28 assists, the Gazelles ran through an undefeated regular season with Rhode Island and Boston University being among the eight teams to fall. Only ties with Springfield College and New Hampshire in the year's biggest showdowns kept their record from being perfect.

As a preparation for the New England Playoffs, the Gazelles played and won three games in a district tournament at Smith College. Even the New England All-Star team could not cope with UMass

and goalie Robin Jennings, who played some of her best games there.

In the New England's at Bridgewater, UMass popped Bates 18-2, Middlebury 13-3, and Brown 12-7, to advance to the final with Yale. In the championship game, UMass lost a 4-1 lead and was forced into overtime only to have Judy Kennedy score her sixth goal of the two-day tournament to win the game and send the team to the Nationals.

Seven seniors opted to miss graduation exercises for the first National Championships held in Harrisonburg, Virginia. A fifth seed was rather low for the Gazelles, and they showed that right away by eliminating fourth seed and host James Madison College 7-1.

The team's only loss of the year was to top seeded Penn State in the semi-finals. The speedy Penn State team went on to win the Nationals, with no team coming any closer to beating them than UMass.

In the final game of the year, UMass again went into overtime and won 5-4 over East Stroudsburg with Deb Hartley's goal.

Besides the third place finish, the week-

end in Virginia was highlighted by the placing of center Judy Kennedy to the United States National Touring team.

Coach Frank Garahan, regarded by many as one of the finest women's coaches in the country, is credited with taking a team which was a club team when the seniors were freshmen and turning them into national contenders. He, along with assistant Mary Murray, took a field of eighteen women to the team's finest finish in its brief history. They moulded a defense of Robin Jennings, Kelly Salls, Gayle Hutchinson, Olivia Lovelace, Grace Martinelli, and Lisa Methfessel, who kept opponents to an average of under four goals a game. The offense was bolstered by three new players to UMass lacrosse by Deb Hartley (33 goals, 16 assists), England exchange student Fiona McAllister, and senior Sue Kibling in her first year of playing (20 goals, 14 assists). A strong bench led by Allyson Toney, Laura O'Neil, Kathy Gipps, Jule McHugh, and Joan Bulman carried the team in later season games.

— Jim Gleason





Men's Lacrosse

In the spring, the men's lacrosse team, or Garber's Gorillas as they are commonly known, turn on the campus as no other spring sport can. UMies' line "the Hill" comfortably, quenching their thirst while taking in the game.

The team got off to a rough start in the spring of '78, having to face Cornell in their den in UMass' season opener. The Big Red — winner of thirty-one straight, took number thirty-two, dropping UMass 17-7. The Gorillas headed to UConn shortly thereafter, winning 15-6 and evening their record at 1-1. This pattern repeated itself — a loss to Syracuse (15-6), before Vermont, in its first season as a lacrosse team, came to Amherst and got

flattened by the Gorillas 24-7. With a 2-2 record, the Gorillas lost to Rutgers, then rebounded by beating Boston College 21-3.

As the team got used to playing together, they thrilled the hometown crowd with back-to-back victories — 13-8 over Brown, and 18-11 over Williams. With four tough oponents coming up, it appeared this would tell just how good the team was. Hofstra snuck out of here with a narrow 14-11 victory, before UMass dropped a fired-up UNH squad 8-7.

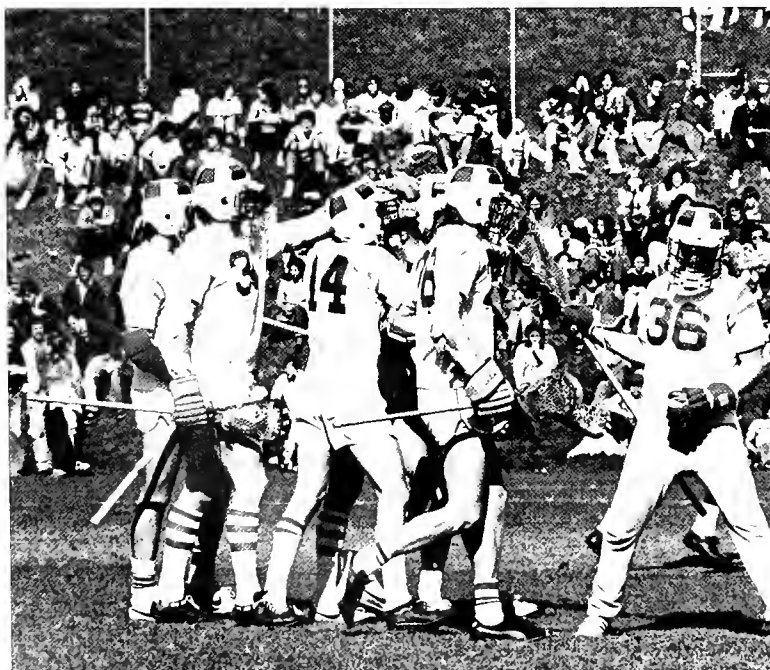
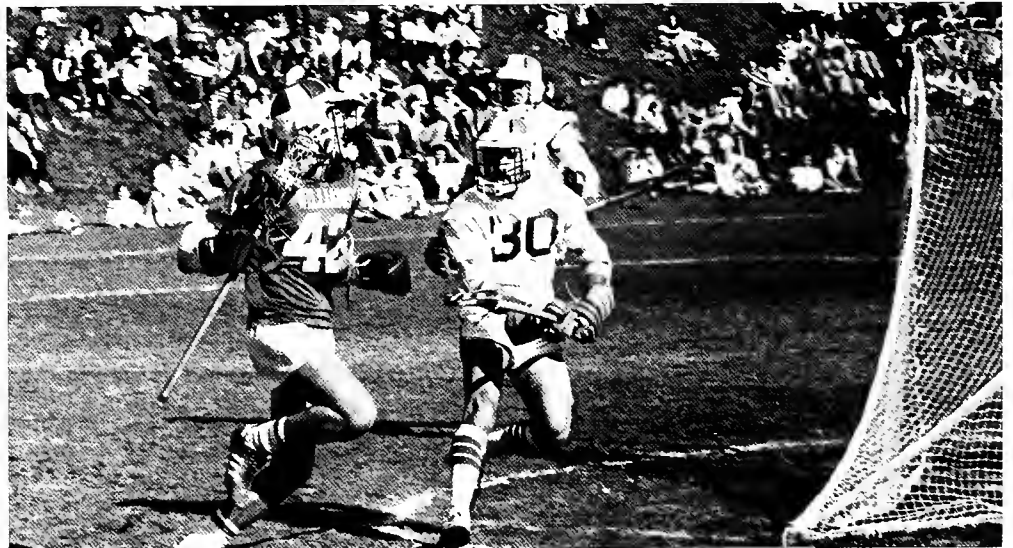
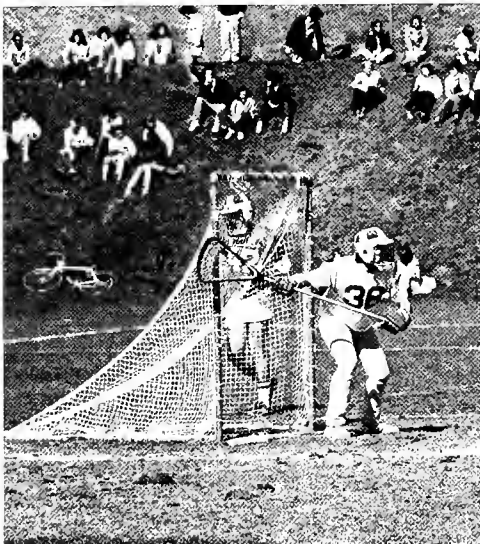
In what may have been the toughest loss, Army, ranked in the top five at the time, pulled out a 12-10 victory. Harvard's Crimson were the victims of a one goal loss

(12-11) in Amherst, which left the UMies happy, as it kept UMass atop the New England poll.

A whitewash by UMass in Springfield (22-3) enabled players to switch positions, and also allowed Brooks Sweet the opportunity to set a new UMass record for goals scored in one season.

The season ended against Dartmouth in overtime, won by a Harry Comforti sudden-death goal.

So while the Gorillas didn't make the National playoffs, they still finished number one in New England, and were ranked in the top fifteen in the country — a tribute to a team with a 9-5 record.



Rugby

The UMass rugby football club marked its 10th anniversary of competition by ending the 1977-78 season at 6-14, giving the club "about a .500 record for that period," according to Dr. Richard Laurence, the club's faculty advisor.

The 'A side' (squad) started out well with victories over the Berkshire Rugby Football Club (RFC) and Dartmouth College, but then "ran into strong club sides and got hammered," Laurence said.

According to Laurence, college teams do not usually have the experienced players club sides have. "It takes about three years to comprehend the complete game, but some players can compensate for the lack of experience by applying their natural athletic ability in certain situations," he said.

UMass defeated a strong Springfield club side in the fall, 10-9, halfway through the season, but the streak ended with that game. Consecutive losses to Providence RFC, Holy Cross, Pilgrims RFC and UConn in the Yankee Conference Tournament closed the first half of play.

Over intersession, UMass lost three key players; Hugh Chester-Jones, Stan Luboda and Andy Middleton. Recruiting new players to fill those positions was the main concern of Captain Brian Coolbaugh, a medical student going on to study at the UMass Medical School in Worcester.

"I guess you could call the second half of the season the beginning of a rebuilding process, but I think we got some good freshmen and sophomores to help us out," said Laurence.

After a pre-season spring trip to play the University of Virginia, Maryland and George Washington University, the club returned home and opened with a win over the Berlin Strollers RFC of Berlin, NH.

A 27-0 loss to the Concord RFC and an 18-16 win over Dover RFC followed.

The strong, emotional rivalry of the Amherst College-UMass game, played at Amherst, "proved to be the best of the year in all aspects," Laurence said. Although Amherst won, 20-18, the victors had all they could handle as UMass surged in the late minutes, scoring three times.

Displaying good execution in the Amherst game, UMass quickly reversed its direction and "hit the lowest point of the year," Laurence said, "with two poor performances against Dartmouth and Berkshire. Two players, senior scrum-half Chuck Momnie and hooker Peter Bates, were missing from the weekend games.

"The games really showed how much we need those two," Laurence said.

Three "squeakers" capped the spring schedule for the Minutemen. The first, another victory over Springfield (10-9), enabled the club to qualify for the New England Tournament. A heartbreaking loss to the University of New Brunswick (14-12) plunged the UMass overall record to 6-13.

The final game, played in the single elimination NE Tournament held at URI, saw the Minutemen slip again, 7-4, to Old Gold.

Seniors on the A side included Coolbaugh, Momnie, Tom Murray, Kevin Gafney and Andy Sirica.

— Art Simas



Baseball

Dizzy Bean's famous saying, "Who woulda thunk it?" fit the 1978 UMass baseball team's season perfectly. Why? Well, on April 17, the Minutemen had an 8-14 record and appeared to be going nowhere in a hurry. However, the following day Doug Welenc pitched the Minutemen to a 5-2 win over Boston College which sparked the regular season ending surge that saw UMass win twelve out of its last seventeen games for a 20-19 record and a place in the ECAC District 1 playoffs.

And then — magically, wonderfully — UMass swept past archrivals Holy Cross, Providence, and Fairfield to win the title and represent the area in the NCAA playoffs. But there the sandfare was muted by two straight losses and a quick exit from the playoffs MacKenzie Field.

How to explain? The Minutemen, a

young team with only five seniors took time to mature, but when they did they displayed some outstanding individual talent, such as:

— Doug Welenc, rebounded from a 2-2, 3.77 freshman season to fulfill his potential and compile an 8-3, 1.55 mark. Without much doubt, Welenc was the pitcher who made the difference.

— Doug Aylward, a pitcher in pre-season plans, was switched to the outfield by Coach Dick Bergquist early in the season and responded by hitting .407 for the second best batting average in the district.

— Mike McEvilly, Mr. Consistency, hit .336 with thirty-one RBI's and displayed a rifle of an arm in right field. The sophomore was the ultimate clutch player.

— Leo Kalinowski, a virtual human hitting machine, batted .320 from his third base spot.

— Dave Olesak, proved himself to be a quality catcher with a "don't run on me" arm and a .283 batting average.

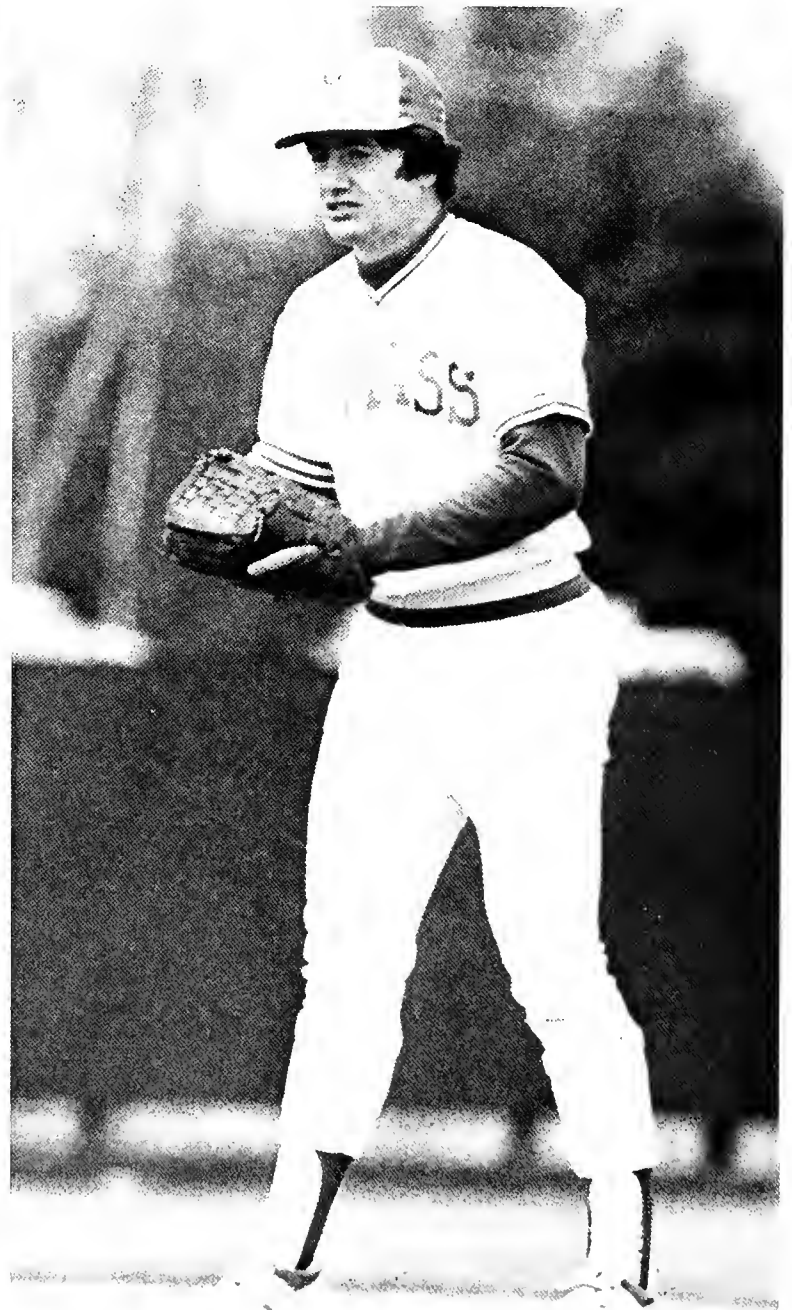
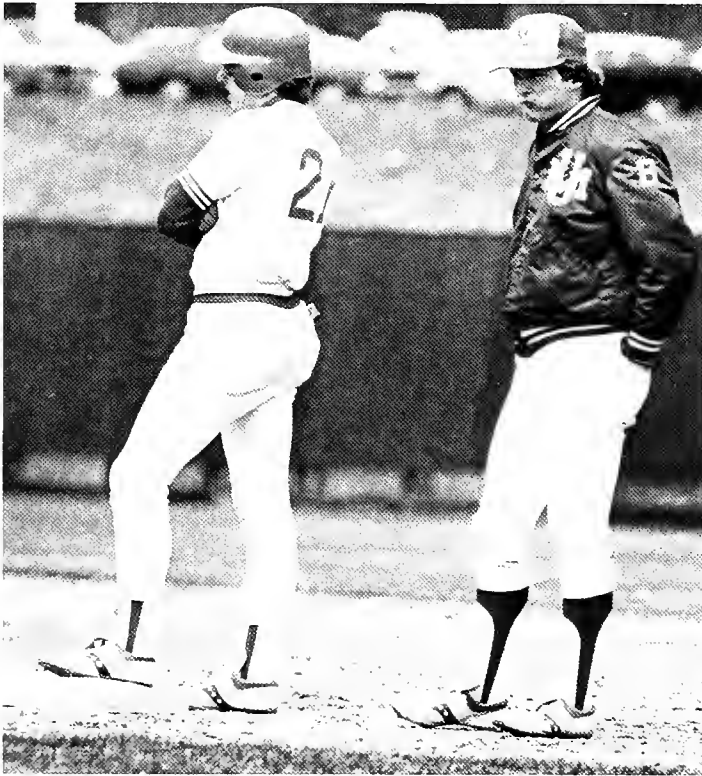
— Mark Sullivan, who was out of school last year, came back to assume a starting role in left field and hit .315.

— Ed Skribiski, who had to make the transition from second base to short stop, recovered from an atrocious start to hit .273.

— Mike Stockley, underrated and underappreciated at second, drove in seventeen runs on only twenty-five hits and fielded his position with a natural grace. Stockley was also named Most Valuable Player in the ECAC playoffs.

They were an idiosyncratic cast of characters which blended together well enough to fashion UMass' trip to NCAA nirvana. Who woulda thunk it, indeed?

Judy VanHandle



The UMass softball team fulfilled its expectations in an O'Henry-like manner. The ending, which had UMass finishing fourteenth nationally, was not a complete surprise, however. The Minutewomen capturing the Eastern Regionals without being written off by opponents — before peaking — was the amazement.

With the return of eight starters from last year's 16-2 squad, including standouts Sue Peters and co-captain Sue DiRocco, the Minutewomen appeared destined to achieve post-season competition for the first time in the teams five-year existence.

UMass was quickly 4-0, but four errors in a Keene State victory were "the lowest point of the young season ..." remarked Coach Diane Thompson.

Despite belonging to the undefeated ranks, there were internal obstacles: a few shaky fielding performances, lack of untested pitching, and nagging injuries. Eight miscues led to the first loss (5-4) — in the opener of a doubleheader against Eastern Connecticut — and the pattern

continued as the UMies split with the University of New Hampshire. With seven twinbills scheduled, the pitching staff needed bolstering. The unexpected sources of relief came from Kathy O'Connell, a freshman, and Trish O'Connor, a transfer student. Sue Peters, as usual, was brilliant compiling a 6-0 record, 8-1 overall, and an ERA of 1.70. Peters led the hitting department with a .466 clip, followed by second basewoman Rhonda McManus with .400 and outfielder/first basewoman Kathy Horrigan with .362.

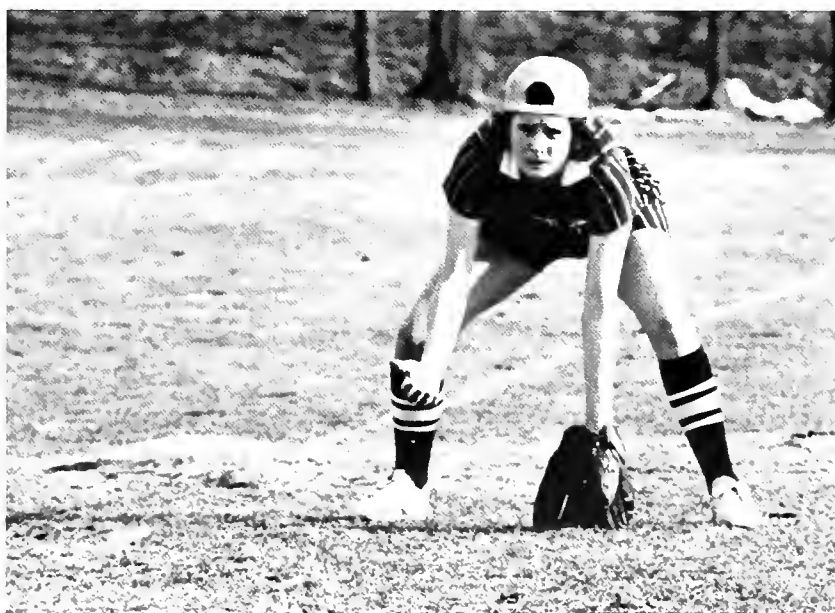
Injuries generally avoided the hurling triad, but plagued their batterymates. A typical pre-game scene had co-captain Cheryl Meliones' elbow in ice and back-up catcher Beth Collins on the sidelines with broken fingers.

While mending its wounds, the team, 8-2, was still searching for a top-level performance when a second-half tailspin invaded after a 4-3 win over Springfield College. Loses to Boston State, the University of Rhode Island, Bridgewater, and Southern

Softball

Connecticut were cause for concern. Although UMass dropped to 12-6 during this stretch, mentor Thompson remained confident in her newly annointed Eastern division qualifiers.

Sweeping two from Vermont to end the regular season, the club glided through the tournament in championship form thanks to some timely hitting by center fielder Carol Bruce. Ticket holders to the Nationals were: Pat Oski, Cheryl Meliones, Carol Bruce, Jennifer Parker, Kahy Horrigan, Sue DiRocco, Rhonda McManus, Fran Cornachioli, Elaine Howle, Gail Carter, Beth Collins, Sue Peters, Beth O'Connell, Chris Verdini, Kathy O'Connell, assistant Coach Jean Lambert, and Coach Diane Thompson.



Men's Tennis



A successful ending to the fall season provided the impetus for a highly successful spring season for the men's tennis team in 1978.

The team, under Coach Jay Ogden, struggled through the regular fall season with a 2-2 record, but when the chips were on the line in the season's finale — the Yankee Conference Championships — the squad came through with flying colors, just missing an upset over favored Boston University by one point.

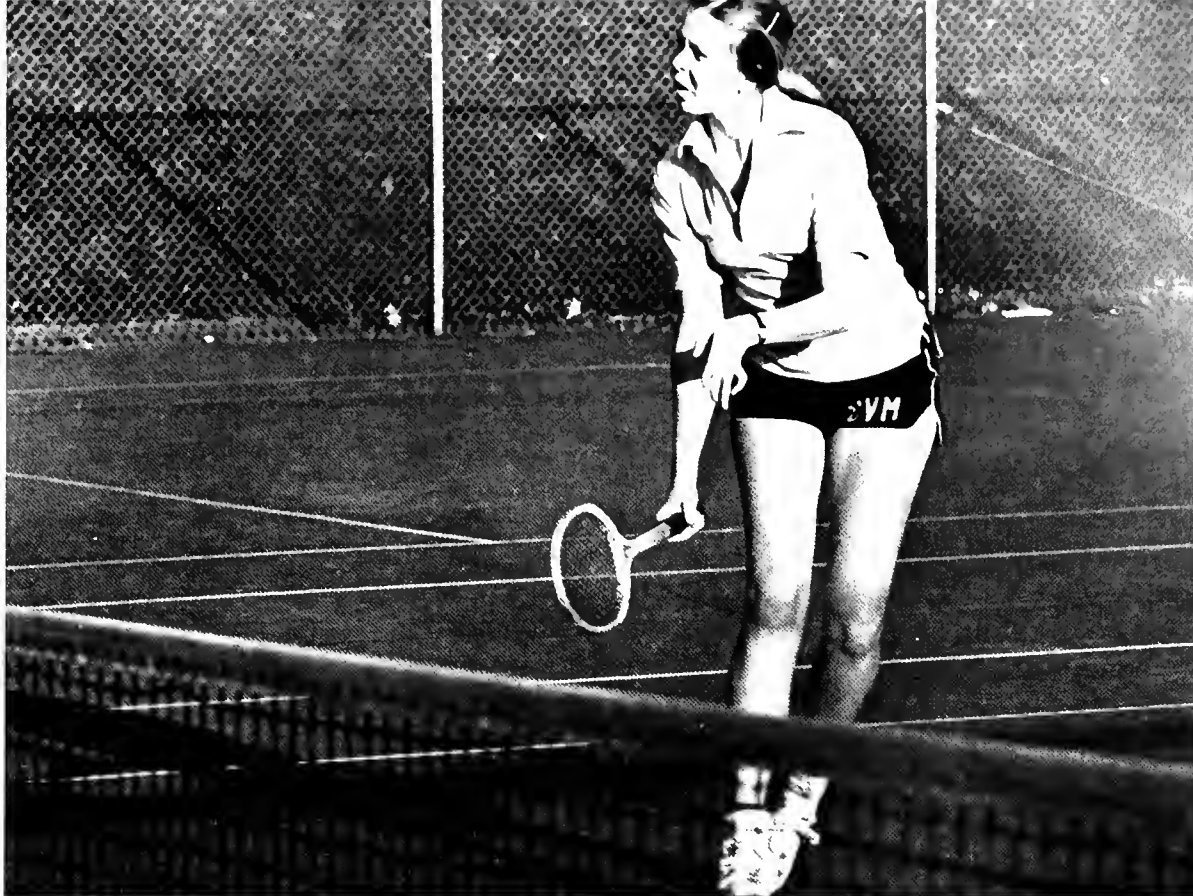
The team was without regular number one singles player Alan Green for much of the season, with Jim Barnhart and Rick Sharton taking up much of the slack caused by Green's absence.

Freshmen also played a big part in the Minutemen's success story, as Mark Huette-man, Sergio Strepman and Keith Hovland all played steady tennis.

Green and Strepman were the only UMass players to win first round singles matches in the New England's but both went down to defeat shortly after.



Women's Tennis



Sporting a new coach and a rookie first singles player, the 1978 women's tennis team was dealing with two unknown quantities.

After a 4-4 regular fall season had been completed, along with a sixth place New England Tournament finish, the team had no reason to complain.

New coach coach Bill Yu predicted his charges toughest matches would come against Tufts, Dartmouth, Smith and Mt. Holyoke.

He turned out to be three-fourths right, as the Minutewomen were bombarded by Tufts (6-1) and Dartmouth (5-2) and did only slightly better against Mt. Holyoke (6-3).

The team did nip arch-rival Smith College, however, by a 5-4 score.

Other victories came against Springfield, Southern Connecticut, and Keene State College, all of which were romps.

Amherst Regional High School graduate Cathy Maher had a successful year at the first singles spot.

Consistent singles play was turned in by Carolyn Mooney and Lee Robb, while Dawn Minaai and Jennifer Ranz were the top doubles combination.

— Dave Rodman

Men's Golf

The UMass men's golf team enjoyed a fine fall season under their new head coach Ed Vlach. Vlach took his young and largely untried team to the YanCon title, the New England title, the Toski Intercollegiate title, and a sixth place finish in the ECACs.

The team, which had no seniors in its lineup, was led by sophomore Jimmy Lincoln and junior Jimmy McDermott. Behind the young but experienced co-captains were two juniors (All Orr and Bill Campbell), two sophomores (Vic Lantieri and Tom Ryan), and freshman John Lien.

Weather seemed at times to be as big a foe as the other players. Heat and rain and a soaked course gave the Minutemen a tough time at the YanCon tourney, their first tourney of the season, but they won by thirteen strokes over Rhode Island. Lincoln collected the lowest individual score, a one over par 73.

They then made it two in a row by winning the New England. That tourney was cut in half because of rain. Lincoln missed lowest individual score by only one stroke.

Freshman Lien became the hero as it became three in a row. Lien helped the team to overcome twenty-one other schools in the Toski Intercollegiate.

Once again the rains came but the team managed to come in second in the ECAC qualifying tourney. McDermott took low honors for the team this time with a 77.

For their season finale, the team was treated to "simply abominable" weather conditions, according to Vlach. But still they came in sixth in the ECACs although they were 44 strokes in back of the winners. Lincoln was eight strokes behind the low scorer.

With everyone returning a year older and wiser, the team has high hopes of equaling or bettering their record. And they have a good chance to do it.

— Chris Bourne



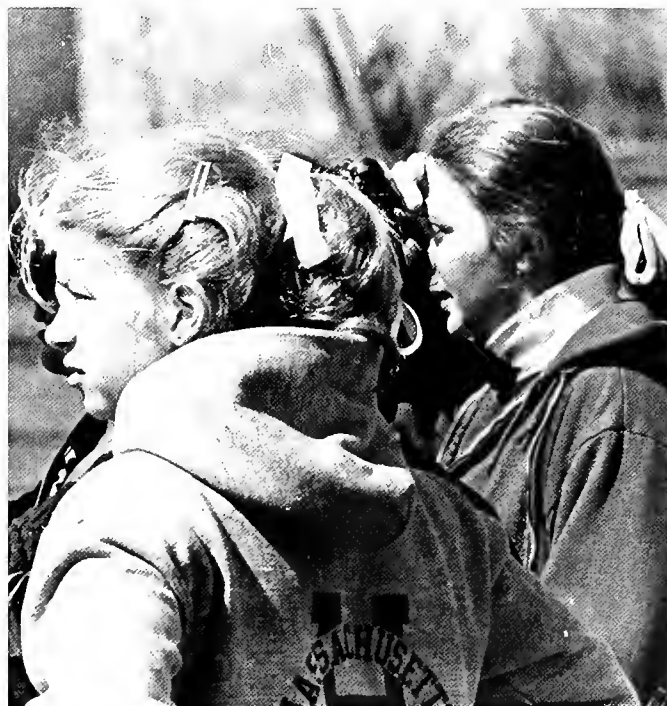
Women's Crew

Coach Debbie Ayars charges brought UMass women's rowing its best season yet. The Varsity boat was undefeated in six contests in the spring, and the Second Varsity boat had only one loss during the season, to Boston University. The Varsity Four gained victories over Mt. Holyoke, UNH, and Northeastern.

At the Eastern Sprints for Women at Pittsfield, MA, the Varsity and Junior Varsity Eights and Varsity Four all qualified for the afternoon finals; a first for UMass crew. Bad weather forced the cancellation of the finals and prevented the boats from competing against the best collegiate competition in the country.

In recognition of the undefeated season

and the loss of the Championship race, the club administration decided to financially assist the Varsity Eight in going to the National Championships at Seattle, WA. Once there, the women finished eighth out of twenty-two. Following the Nationals, four members of the UMass squad, Cindy Hector, Deb Quinn, Ginny Peebles, and Julie Eggleston, were selected to participate in a National Development camp at San Diego and participated in the U.S. Sports Festival at Colorado Springs, where Debby and Julie won bronze medals in the four. A fifth member of the squad, Maureen O'Brien, traveled to the Sports Festival in the capacity of manager.



Men's Track

Head track Coach Ken O'Brien's optimism was dealt a severe blow in the winter track season when the squad finished a disappointing 14th in the New England Indoor Championships. When the spring campaign of blue skies and warm weather had come and gone, however, the track and cross country coach had renewed faith in the Minutemen's capabilities.

Highlighting the events which occurred in Spring 1978 were performances achieved by veterans as well as youth. Joe Martens capped off an illustrious college track career with a convincing relays victory in the 440 as well as a fourth place finish in the New England Outdoor Championships in the same event. His outdoor races complemented his winter Yankee Conference performance of second in the 440. These final memories Martens will rest under his belt alongside conference high jump and 440 yard titles garnered in previous years.

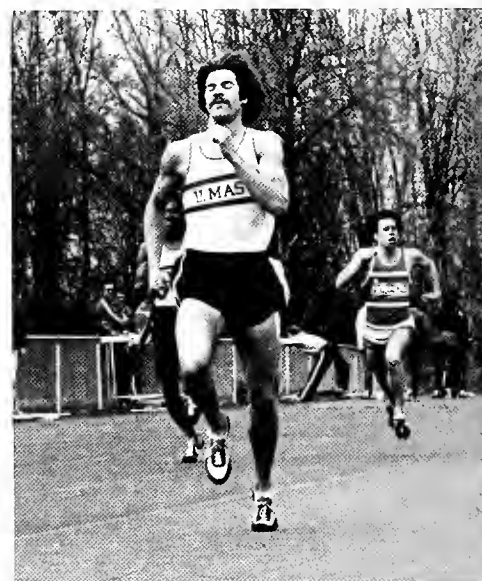
Junior Kevin McCusker hurdled all obstacles in his way for another UMass Relays 3000 meter steeplechase crown, as he successfully defended his title. McCusker went on to wrestle runner-up laurels in the New England in the same event.

Mark Healy was another fortunate athlete to snare a top prize. Healy inscribed his name amongst the winners at the UMass Relays with his final college victory occurring in the 440 intermeditate hurdles.

Trailblazing a path for the Minutemen freshmen this year was Don Dowden. In his first year displaying the maroon and white, Dowden captured an indoor conference high jump crown, as well as similiar honors in the UMass Relays. During his first year he also allowed room for a UMass outdoor record at 6'10".

On May 14th, the University proudly hosted the New England Outdoor Championships on the Llewelyn Derby Track. After the forty-one teams nailed down the starting blocks and passed the baton for the last time, UMass had racked up thirty-six points and a sixth place showing. Of the fourteen competitors who were responsible for the Minutemens final tally, seven were first year men. In the words of Thomas Edison, "the future is bright,"

— Kevin McCaffrey



Women's Track



Coaches Ken O'Brien and Charlotte Lettis took a basically youthful group of athletes and molded them into a highly successful women's track team in 1978.

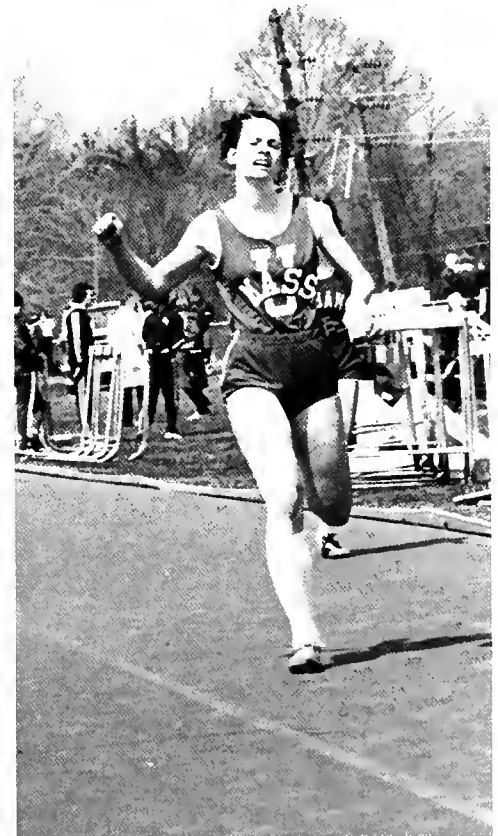
Sprinkled with veterans, though still youthful talent, the team was coming off a 1977 showing of fifth in the indoor and fourth in the outdoor Eastern's.

The Minutewomen finished their dual meet season undefeated, and finished the season with a second place finish (to Springfield) in the first New England championship meet.

Several athletes also qualified for the Eastern meet, and although a full team was not sent, those who participated made fine showings.

Top performers throughout the season were sprinter/hurdler Nancy Cominoli, middle distance star Cindi Martin, quarter miler Diana Sealy and distance runner Debbie Farmer.

— Dave Rodman



SCORE

Wrestling

BOARD

VISITOR

Women's Basketball

68	Radcliffe	51
51	New Hampshire	49
77	Maine	68
78	Vermont	60
66	Cent. Conn.	58
68	St. Joseph's	88
91	B. U.	64
69	St. John's	71
71	Brown	44
48	Queens	81
70	Brooklyn College	65
80	Adelphi	67
60	Rhode Island	41
69	Rutgers	88
67	Springfield	54
55	Providence	56
75	Connecticut	56
67	Southern Conn.	74
71	Boston University	91
67	Bridgewater	90
61	Providence	67
74	Northeastern	51

Women's Track

50	Vermont	49
61	New Hampshire	38
	IATAW	14th

Women's Cross Country

19	Connecticut	44
17	Williams	45
28	Radcliffe	45
	Albany State	6
	Brandeis Invitational	1st
16	Dartmouth	41
	New England's	2nd

Men's Gymnastics

181.95	Boston State	161.00
172.80	Army	196.18
177.70	U. of Lowell	166.50
188.00	Penn State	205.13
187.00	Cornell	168.40
182.90	Syracuse	192.18
185.40	Navy	180.70
175.60	Southern Conn.	217.70
193.25	Springfield	197.60
190.00	Dartmouth	168.65
186.95	Temple	184.50
	Eastern's	5th

Baseball

Wesleyan	7	7
Florida Inst.	4	8
Bowling Green	0	10
So. Illinois	8	16
So. Illinois	10	12
Westchester	8	12
Miami	1	4
So. Illinois	9	8
Westchester	8	4
Miami	19	8
Southeastern Mass.	1	6
Siena	1	18
Southeastern Mass.	2	13
Vermont	10	12
Harvard	1	5
Northeastern	0	
Northeastern	1	
A. U.	1	106
Springfield	2	106
New Hampshire	5	76
New Hampshire	1	80
Holy Cross	9	36
Boston College	2	109
Fairfield	5	47
Maine	4	56
Maine	6	43
Dartmouth	0	65
Dartmouth	1	56
Rhode Island	1	112
Rhode Island	4	44
Connecticut	1	58
Connecticut	1	58
Amherst	1	
Siena	1	
Siena	7	5
Providence	7	6
Providence	12	1
Connecticut	6	4
Fairfield	3	2
Holy Cross	7	8
Holy Cross	0	7
Temple	5	
Delaware	4	

Men's Indoor Track

Connecticut	85	5
Seton Hall	45	9
Boston University	26	7
Northeastern	101	0
New Hampshire	82	6
Dartmouth	61	2

Women's Lacrosse

Boston University	0	4
Brown	1	5
Northeastern	2	16
Smith College	1	9
Williams	4	4
Bridgewater State	0	12
New Hampshire	4	12
Rhode Island	7	3
Mt. Holyoke	5	9
Springfield	8	11
Plymouth State	4	4
Bates	2	4
Middlebury	1	1
Brown	7	2
Yale	4	6

Women's Swimming

Smith	71	4
Mt. Holyoke	52	14
Williams	55	10
Vermont	51	4
Connecticut	73	3
Cent. Conn.	22	7
New Hampshire	84	4
Maine	78	11
Yale	81	3
Boston Univ.	65	2
Radcliffe	74	0
Bridgewater	19	
Springfield	87	
New England's	70	401
St. Ann	71	403

Women's Tennis

Smith	4	477
Springfield	3	
Mt. Holyoke	6	
Boston College	5	
Tulsa	6	7
Dartmouth	5	15
So. Connecticut	1	6
Keene State	0	24
New England's	6th	6

Men's Tennis

Middlebury	1	18
M. I. T.	4	11
Holy Cross	11	8
Central Conn.	2	10
Boston College	9	12
Springfield	3	22
SUNY at Albany	7	11

Women's Softball

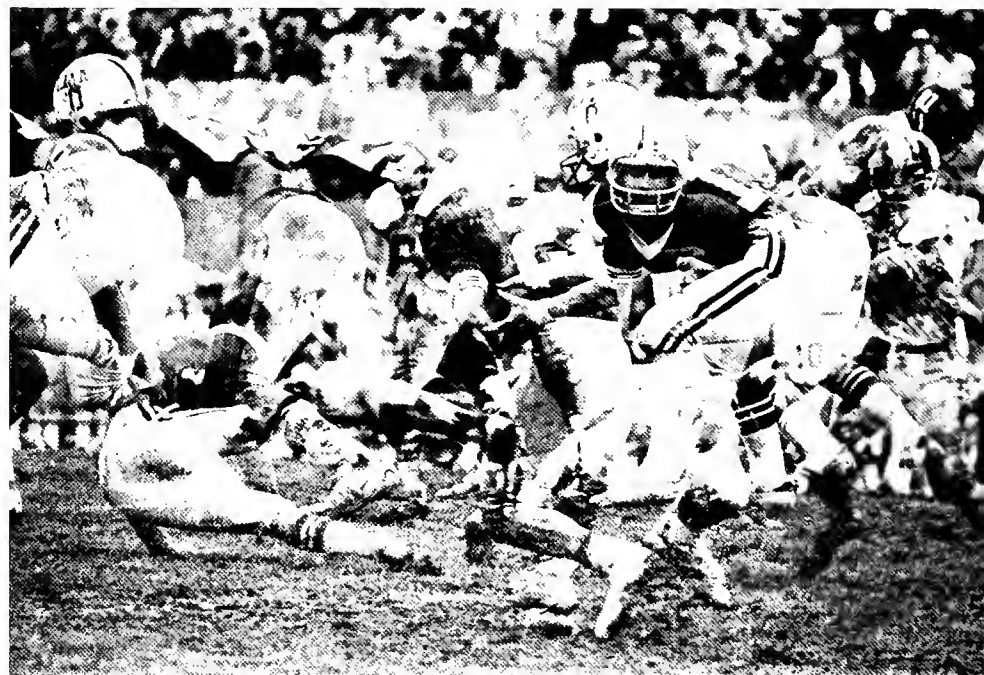
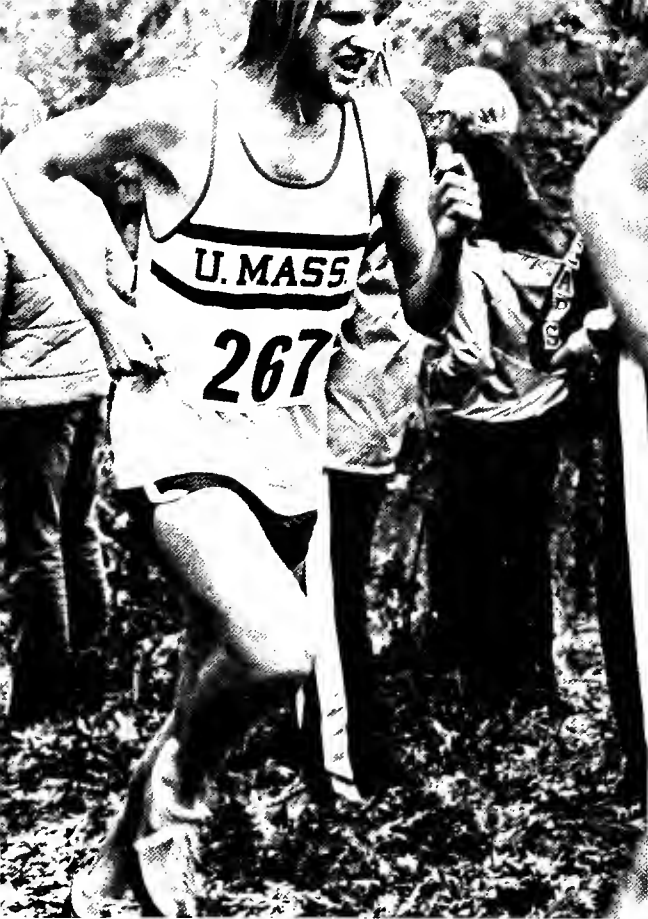
Univ. of Lowell	1
Central Conn.	7
Central Conn.	11
Keene State	4
Eastern Conn.	3
Eastern Conn.	3
New Hampshire	8
New Hampshire	5
Westfield	3
Westfield	6
Springfield	6
Boston State	3
Boston State	5
Bridgewater	76
Connecticut	7
Rhode Island	9
Rhode Island	1
Southern Conn.	3
Vermont	0
Vermont	4
Southern Conn.	1
Springfield	1
E. Stroudsburg	0
E. Stroudsburg	3
West Chester	0
West Chester	2
S. W. Missouri	31
Univ. of Texas	1

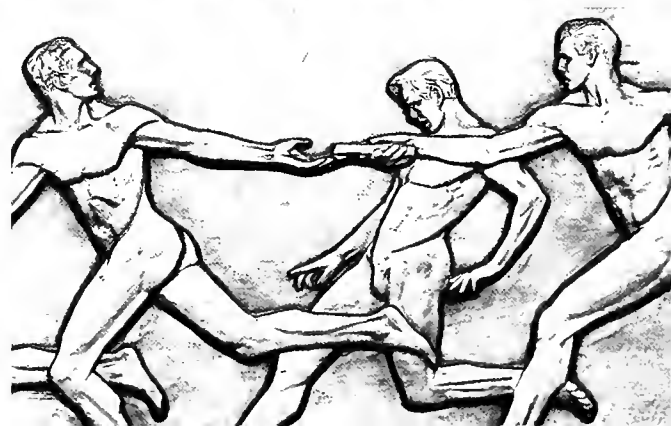
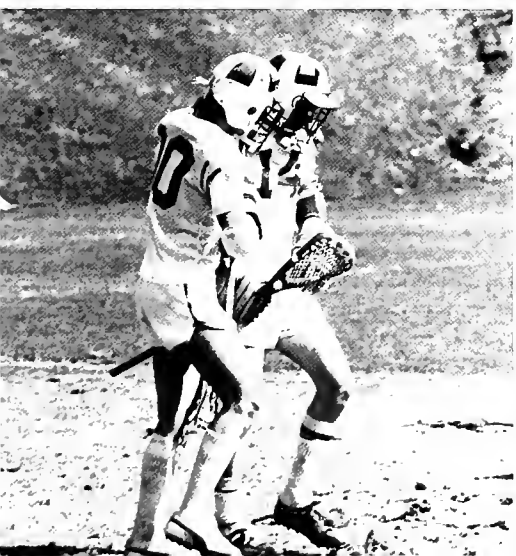
Men's Golf

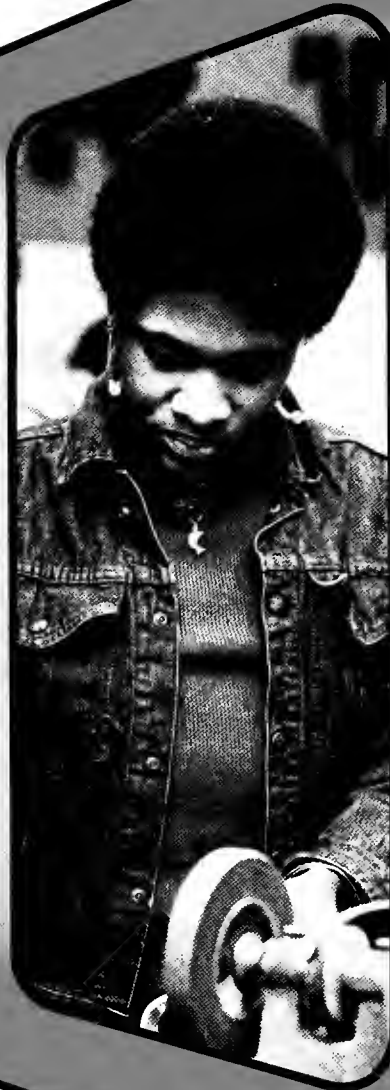
Yale	197
Amherst	410
Amherst	389
Harvard	481
Providence	478

Men's Lacrosse

Cornell	17
Connecticut	6
Syracuse	13
Vermont	7
Rutgers	14
Boston College	3
Brown	8
Williams	11
Hofstra	14
New Hampshire	7
Army	12
Harvard	11
Springfield	3
Dartmouth	10









What is a “functional art”? It’s a small, often unappreciated part of the university that is necessary, requires a skill, and helps to keep this place functioning. The following are a few examples of our conceptions of a functional art — we’re sure you can think of some interesting others.

Functionally contributing the arts of . . .

He's not just your every day, ordinary little boy. He's six years old, has brown hair and brown eyes, and he's the star of halftime during basketball season. He's the best bat boy the Minutemen ever had. He's

Timmy Bishko.

Timmy has been interested and involved in the sporting world since the tender age of four. Although he is the ball boy for both the basketball and baseball teams, he admits that he likes baseball the best. His job is to "chase the balls", but he doesn't mind that.

Tim reports the teams as doing "a little good" this year. He thinks the team members are "good guys" — take that as a compliment, teams —

Timmy's quite a guy himself!



Parents of the UMass football and wrestling teams should have it so good: a doctor who makes house calls, even when no one is sick. This paragon among the followers of Hippocrates is Dr. George Snook, an orthopedic surgeon who is retained by UMass to "treat those disabilities of the muscular skeletal system: bones, joints, and the muscles."

While he deals with more non-athletes than athletes, he covers four sports in particular: football, wrestling, women's gymnastics, and lacrosse. With the exception of wrestling, Dr. Snook pays his own traveling and lodging expenses to be near the action. During the games he sits on the sidelines prepared to treat any athlete that gets injured. "My wife goes along with me and she sits in the stands and can see more than I can on the sidelines. She tells me what happened during the game."

Traveling with gymnastics and lacrosse is a rarity, although he makes himself available if the need arises. He works with all the teams primarily on a volunteer basis.

Dr. Snook's involvement in athletic sports medicine is due to a personal interest: "the need was there and I wanted to do it."

Since 1960 Dr. Snook has had clinics twice a week at the University Health Service. He deals with injuries such as sprains,

contusions, tears, torn ligaments, fractures, and torn cartilages. The rest of the working week he spends at his private practice in Northampton.

As a member of the Academy of Orthopedic Surgeons, Dr. Snook teaches a course in sports medicine a few months a year in South Carolina. He is also a founding member of the American Orthopedic Society of Sport Medicine.

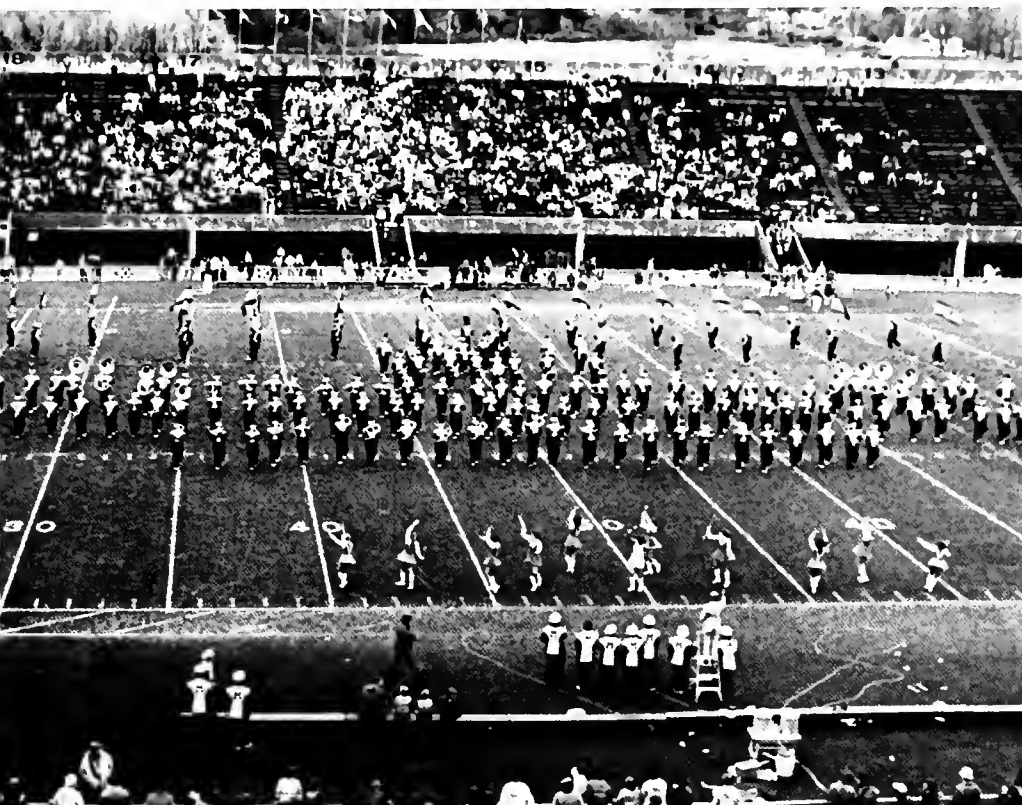
In addition to his national involvement, Dr. Snook is an alternate physician to the Olympic teams. He has been to the games, but he has never had an opportunity to practice his profession.

During his educational career Dr. Snook was an active athlete. In high school he played football, baseball, and lacrosse. He continued football and lacrosse in college, and again in medical school he played lacrosse and was on the fencing team.

Dr. Snook remembers well UMass' teams and athletes — particularly those he has operated on. He recalls "incidents of sheer guts and determination, and the willingness to carry on with injuries. The doctors and coaches that you work with, the athletes and non-athletes, these are the best parts of it."

— Jane LittleJohn

... aiding and supporting ...



The University of Massachusetts Minuteman Marching Band is a unique organization comprised of approximately 200 members with diversified interests and talents who provide spirit, support, entertainment, and unmatched excitement at football games. While the activities of the football team dominate the audience's attention for four quarters, the marching band is hard at work as a large cheering section — a very visible and audible part of the game, but somewhat in the background. The most important moment for the marching band comes at halftime, and for those eight to twelve minutes the band works to captivate the audience. Besides providing an exciting performance for the faithful fans, each marching band member generates enthusiasm, and more importantly, school spirit and pride to each fan, for halftime is their moment to prove that they are the best at what they do.

To put together a show requires much time, sacrifice, and dedication from each band member. Fundamentals are stressed; precision and perfection are constantly strived for. A marching band member participates in a band camp a week before school begins, and works two hours a day for twelve weeks during the fall semester. A Saturday can involve up to twelve hours of a

band members day if there is an away game. All the work pays off, though, as the resultant effect is a spectacular halftime show.

One may wonder why a person wants to be in the UMass Marching Band. For most members, music has been very much a part of their lives, and by joining the band they are able to continue in their musical endeavors. For the other members, mainly flags and twirlers, joining the band offers them the opportunity to exhibit their expertise in drills that add color and excitement to a typical halftime show.

The 1977 band welcomed a new director, Mr. George Parks. In his first year he changed the fifteen year tradition of the "high step" style of marching initiated by his predecessor, Dr. John Jenkins. The new style was found challenging and exciting — it will definitely be around for a while. The marching band was led under the field direction of Drum Major Rich Neely, and assistant Drum Major Bob Lloyd. The flag corp was led by Melody Essex, and the twirler squad by Laura Biron.

This year fans were entertained to unforgettable tunes from "Rocky", "Star Wars", the Beatles, "A Chorus Line", and "Mahogany".

— Vin Javier

... Vending ...

There are usually twenty-four tables available on the Concourse — and as many as thirty-one during the Christmas season — at which students, student organizations, and commercial vendors show and sell their wares. Tables are assigned in hierarchies, with Recognized Student Organizations granted top priority, individual student vendors second, and commercial sellers last. While commercial vendors are permitted table space only twice a week and have to pay a \$75.00 fee per day, students enrolled at the University can reserve space for three days by paying only the required \$2.00 vendor's license fee.

— Judy Savoy



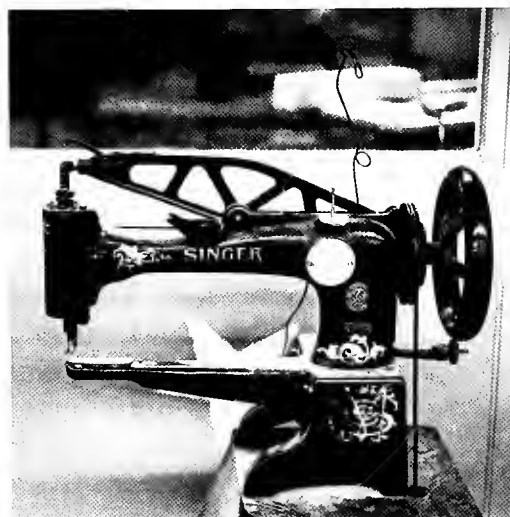


... And Mending ...



Six thousand students use the craft shop each year. For some it is their second home, while others stop by occasionally. Some people see the shop as a place to release the tension of school work. Others ambitiously make items to sell on the Campus Center Concourse. Then there are those who use the shop mainly during the Christmas rush, when the place looks like Santa's workshop.

— Gloria Perreault




Gary Schuster, a history major, is best known on Campus for his unique style of advertising local businesses. "It doesn't have anything to do with my major. No, in fact I've never taken a business course in my life. In fact, walking through business school — I used to have a class in SBA — and cruised through, and used to get weird looks from all the straight business people. But I didn't give a shit, 'cause they were studying about it and I was doing it. Hah."



Tech Hifi's Biggest Sale

NETWORK



All of us have natural networks — friends, family, relatives, and neighbors with whom we exchange favors, resources, and information. The Resource Network at UMass is a deliberate attempt to bring this natural process into the university setting in such a way as to foster campus wide collaboration toward more effective integration of student services.

The Resource Network originated five years ago with a \$40,000 grant from Health, Education, and Welfare, aimed at dealing with the self destructive behavior of students: fragmentations, alienation, and abuse of drugs and sex. Judy Davis is the coordinator of the Network, and is assisted by a graduate student and a work study employee. The rest of Network membership is voluntary.

The Network has a large group meeting every other Wednesday during the academic year in the Campus Center. Attending one meeting is the way to become a part of the Network. Each session focuses on a particular issue, whether it be how to better serve students who are considered “non-traditional”, or how information can be more effectively collected and distributed to students.

Ruth Hooke (University Without Walls), a four year member of the Network, sees it as serving a four point service: to act as a clearing house for what's going on; to initiate new projects that no one else is pursuing; to model an alternative structure through

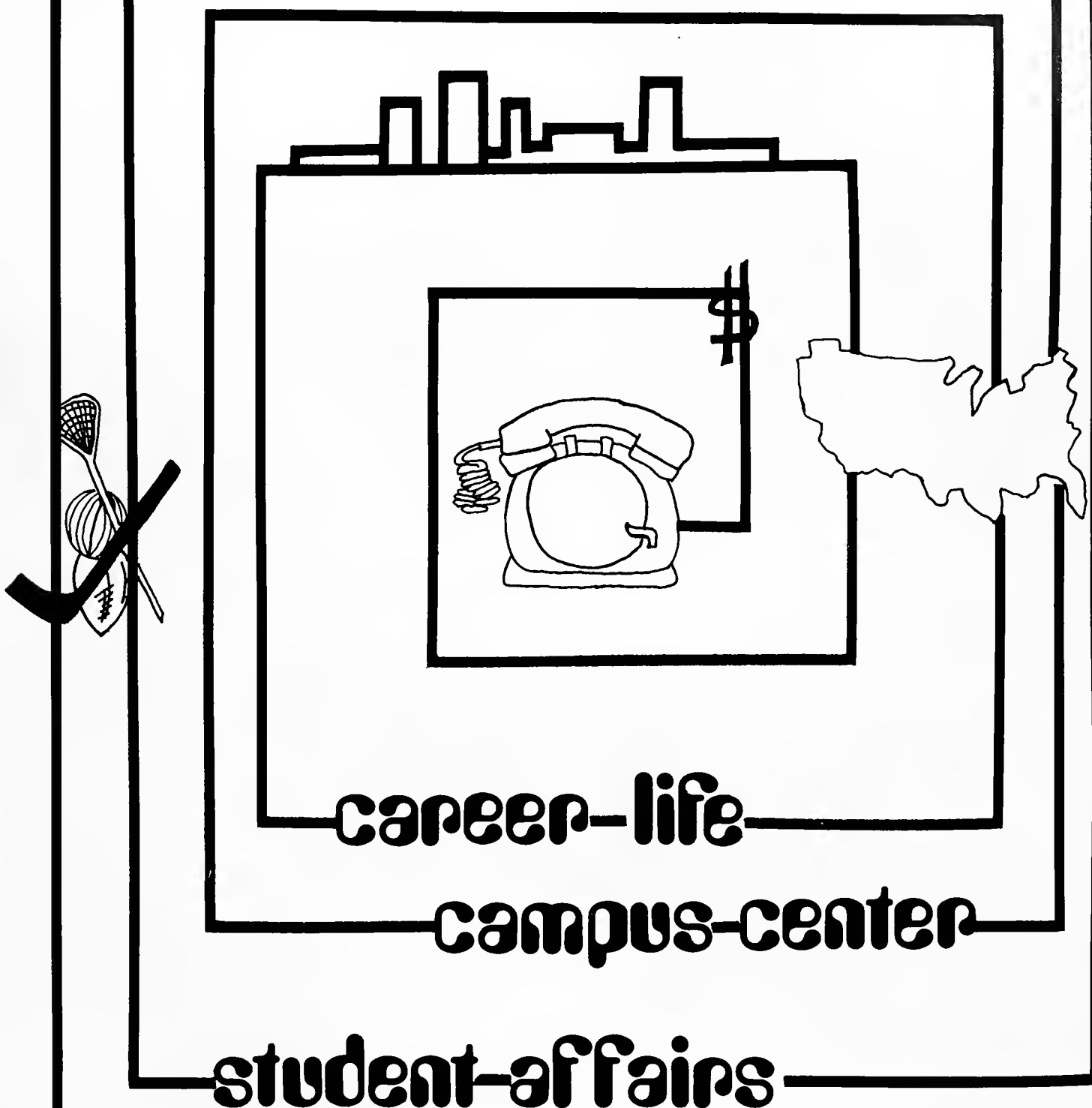
networking, and to provide links for those who don't have natural links to other groups.

Judy Davis added that while the services the Network provides the students are neither tangible or direct, it is working to help renew the system so that it might be more responsive to students. The Network allows individuals to move outside their work and roles and boundaries and enables them to meet other people from all across campus. It puts their own work into better balance and perspective.

In a university of this size, balance, perspective, and context is important to responsiveness. The Resource Network is one more proof that there are people who are concerned with trying to meet the needs of students, in a personal and responsive way.

— Laury Roberts

PROJECT-PULSE



It was a dark and stormy night. The phone rang. I answered it. "Hello?"

"Hello, I'm calling from Project Pulse, a student survey project on campus which is part of SAREO (Student Affairs Research Organization), located in Whitmore.

"On Wednesday evenings, from 5:00 to 11:00, we assemble to conduct phone surveys on a variety of topics. These surveys are requested by various decision-making agencies or organizations on campus. We

have conducted surveys for the dining commons, student activities (like the **Index**), the Campus Center, career life development, the housing office, financial aid, and other groups. Surveys of general interest have also been done on subjects like presidential elections, consumer problems, student attitudes toward campus life, and attitudes toward various political issues like the Bakke case or Panama Canal issue.

"The surveys conducted by Pulse are con-

structed both by the project directors and the particular organization involved. They are designed to best meet the information and decision making needs of that organization. The time between construction and the reporting of the interpretation of the results is approximately one month.

"Tonight's survey is ... hello ... hello? ..."

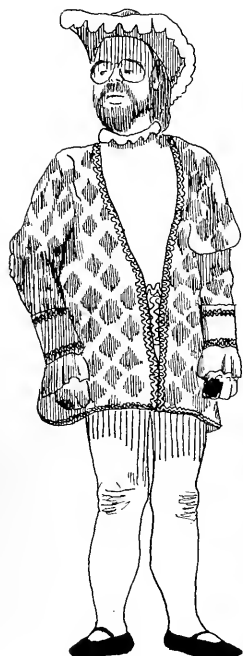
SWERVING

Tracy Dooley is one of five women employed by the Five College Bus System. To become a bus driver, Tracy underwent a rigorous three week training program. She not only learned how to drive a bus, but how to keep one running as well. Before a bus is taken out in the morning, a circle check is conducted. A "circle check" includes checking the breaks, lights, air pressure, oil, tires, and turning on the bus and inspecting the engine.

According to Tracy, there are many arts involved in driving a bus. Double clutching and remembering to start in neutral are just a few. Being a bus driver also includes dealing with the passengers. Tracy says that most people are great; almost all say thanks as they're getting off. But there are those few that make assertiveness one functional art of driving a bus.



... AND SINGING.



Wassail, figgy pudding, great food, and song are all a part of the festivities at the annual Madrigal dinners. Dressed in full costume of the English nobility, the Madrigal Singers perform as a group and in quartets, to give UMass students a genuine feel for the traditional holiday spirit that lived in the Middle Ages.







"What do you wanna do tonight?"

"I don't know. Do you have any ideas?"

"There's supposed to be a good play at the Rand Theatre."

"Nah. How about the dance concert at Bowker?"

"Maybe. Wanna see that X-rated classic in the CCA?"

"Sexist! Elvis Costello is performing in the Hatch ..."

"Punk! Let's have some class — how about the symphony in the Fine Arts Center?"

"Hmmm. Sure. Well, wait a minute. We can do that stuff any time. Let's watch "Donny & Marie".

"Great!"

Oh well.



AR A



Albatross ... Alvin Ailey ... Willie
 "Loco" Alexander ... Anastasia ...
 Antigone ... As You Like It ... Aztec
 Two-Step ... Barber of Seville ...
 George Benson ... Lazar Berman ...
 Boston Ballet ... Boston Pops ...
 Boston Symphony Orchestra ...
 David Bromberg ... Bubbling Brown
 Sugar ... Cabaret ... Cincinatti
 Symphony ... Cooper-Dodge Band
 ... Elvis Costello ... Merce
 Cunningham ... Ellington Orchestra
 ... Arthur Fiedler ... Eugene Fodor
 ... Geils ... Benny Goodman ...
 Dextor Gordon ... Grease ... Buddy
 Guy ... Woody Herman ... Bobby
 Hutcherson ... Joffrey Ballet ...
 Patti Labelle ... Chuck Mangione ...
 Marcel Marceau ... Maria



TS Z



Muldaur ... My Fair Lady ...
 National Ballet of Spain ... Holly
 Near ... Anthony Newman ...
 Randy Newman ... Nutcracker ...
 Othello ... Robert Palmer ... Oscar
 Peterson ... Andy Pratt ...
 Ramones ... Jean Pierre Rampal ...
 Rigoletto ... Rizzz ... Max Roach
 ... Romeo and Juliet ... Same Time
 Next Year ... Pharaoh Saunders ...
 Woody Shaw ... Archie Shepp ...
 Springfield Symphony ... Billy Taylor
 ... The Good Inspector Hound ...
 Tower of Power ... McCoy Tyner ...
 Sarah Vaughan ... Tom Waits ... Jr.
 Wells ... Widespread Depression ...
 Paul Winter Consort ... You're a
 Good Man Charlie Brown



Chuck Mangione

Benny Goodman





Oscar Peterson

In recent years, UMass has become well known for its caliber and quantity of jazz concerts. The spand of jazz artists who have performed on campus range from the legendary giants to those who have yet to attain international success and acclaim. Without question, jazz was the most widely attended variety of music on campus this year. The combined audiences for the jazz shows exceeded 20,000.

Sarah Vaughn





It was stressed that these events were not concerts by the performers, but were intended as an educational experience.

Boris Goldovsky, known throughout the world as "Mr. Opera", presented an opera workshop.

Television music director and world famous jazz pianist Billy Taylor presented three workshops and a free concert with the University Jazz ensemble.

Additional events this year included, the legendary Soviet Pianist, Lazar Berman; Anthony Newman, harpsichordist; Oscar Peterson, reknown jazz pianist; and Woody Herman, noted big band leader.

These events were offered

A SPECIAL PROGRAM IN THE ARTS

completely free of charge.

A new program, designed as an educational experience in the performing arts for students and members of the University community, started this past fall with a critique and open class discussion, featuring the legendary vocalist, Sarah Vaughan.

The event is called "The Special Program in the Arts", and was initially sponsored by the Fine Arts Center. Dr. Frederick Tillis and former Director of Development at the Fine Arts Center, Fritz Steinway, coordinated the program.

The Special Program in the Arts featured many of the artists and performers who appeared at the Fine Arts Center this year.



Lazar Berman

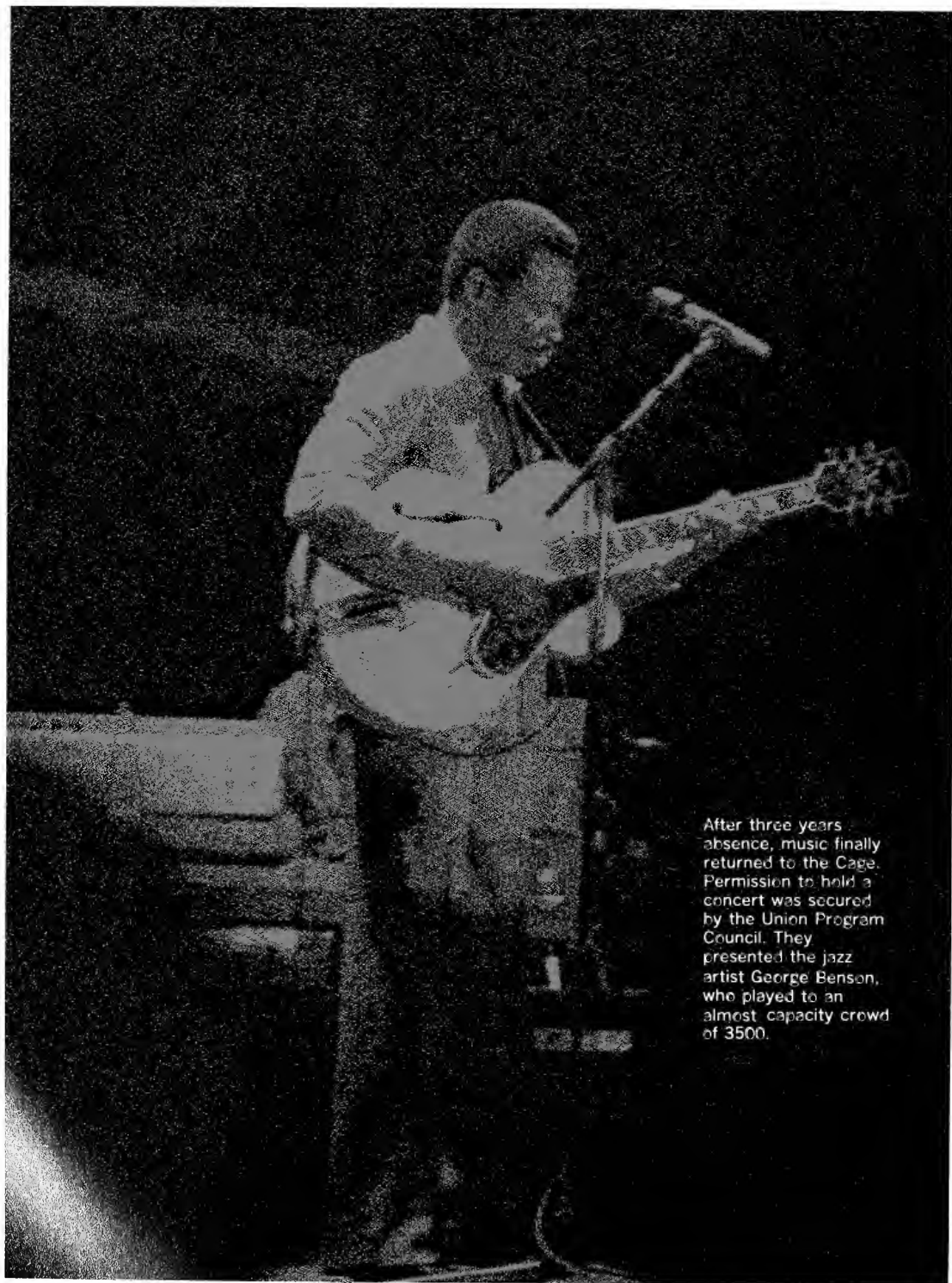


Marcel Marceau

Eugene Fodor



WORLD
REKNOWN
GREATS



After three years
absence, music finally
returned to the Cage.
Permission to hold a
concert was secured
by the Union Program
Council. They
presented the jazz
artist George Benson,
who played to an
almost capacity crowd
of 3500.

For the third consecutive year, the Boston Symphony Orchestra and the Boston Pops returned to perform triumphant concerts in the Fine Arts Center. As in past years tickets to these concerts were in great demand. Both shows sold out their first day on sale. The crowds were extremely enthusiastic, giving long rousing ovations.

(Seiji Ozawa, Boston Symphony Orchestra, top; Arthur Fiedler, Boston Pops, bottom)



BOSTON'S FINEST



ROCK ROLL THE FINE ARTS CENTER



Robert Palmer

David Bromberg





Peter Wolf (left), Maria Muldaur (above)

Until this academic year, only two Rock and Roll shows had been successfully booked into the Fine Arts Center Concert Hall. This year the Hall was broken wide open. The Union Program Council, the student concert committee, succeeded in producing six contemporary shows. The music was mixed, ranging from Randy Newman to the Geils Band. Although there were some minor problems with these shows, overall they were hailed as huge successes. Negotiations have taken place to insure that **Rock and Roll** will be able to keep its new home in the future.



Randy Newman

★CATCH A RISING STAR★



Willie "Loco" Alexander



Aztec Two-Step



ELVIS ETC . . .

Within the umbrella tag of "Rock Music" there is currently a chestful of genres. To name but a few, we've got heavy metal, soft rock, jazz-rock, art rock, country-rock, blues rock, acid rock, punk rock, rock and roll, power pop, and New Wave. It is that last category that we are interested in here.

All "New Wave" is is a phrase to tie together a growing bunch of young bands who otherwise have little in common. The vast range of musical styles that fall under the banner mean that there is a New Wave band out there for everybody, no matter what the person's musical orientation might be. Rockabilly lovers can certainly appreciate Robert Gordon; heavy metal fans have the Sex Pistols to take to heart, and, therefore, anyone who enjoys listening to music at all, who disregards the New Wave without so much as even a **tiny** sampling of it is only cheating himself.

UMass students have cer-

tainly had their chances to sample New Wave music firsthand over the course of the past two semesters. The Bluewall occasionally features New Wave bands, the four-day Cars stint in early September, 1977, being a most evently example. Two major Union Program Council presentations, in particular, have served as New Wave showcases at UMass. The Ramones are the rock and roll equivalent of Saturday morning cartoons (the way they were when **we** watched them, not the junk being served up nowadays). They play fast, furious, eternally catchy three-chord onslaughts of song, and their November 16, 1977, concert in the Hatch was a resounding success for nearly all involved.

Warm-up act Willie Alexander and the Boom Boom Band, a long-time Boston rock and roll favorite, also went over well, getting the crowd to its feet early. Willie and his boys also opened for Elvis Costello and the Attractions when they hit the Stu-

dent Union Ballroom March 1, 1978, and the sporadic booing they got at the end of their set more or less matched the tone at the conclusion of the feature event.

Touted as the next Springsteen, Elvis came out of seemingly nowhere in late '77 to burn up the American charts with his debut LP, **My Aim is True**, and his public attention was at a peak when he arrived here. Although the sellout crowd loved what little he did play, most patrons were more than disappointed when Elvis and his band cut out after a 37-minute set, leaving the sound system strewn across the stage as they left. Well, as the show biz saying goes, "always leave them wanting more."

Let's hope that the problems the Program Council encountered in dealing with the Costello camp does not deter them from bringing to campus any further New Wave acts. They do put on great shows.

— Phil Milstein

BLACK CLASSICAL MUSIC



Archie Shepp



Sarah Vaughn

Black Classical Music, with its range from slave spirituals to Ellington orchestration, appeared and reappeared in concerts by the foremost artists in the country. The 1977-1978 academic year hosted vocalists Sarah Vaughn, Shirley Ceasar, Jean Carn, Vea Williams, Terry Jenoure, Lynn Walker, and Helen Humes. Instrumentalists Max Roach, Archie Shepp, Marion Brown, Charles Majeed Greenlee, Vishnu Wood, Mercer Ellington, Bobby Hutcherson, Sonny Fortune, Abdullah Ibrahim (Dollar Brand), Rene McClean, Dexter Gordon, Pharoah Sanders and McCoy Tyner were just some of the fine musicians who brought big bands and combos to UMass to share the heritage and innovations in contemporary music. Because of this equality in music and musicianship, students were able to listen to the most innovative lyricism being cre-

ated from the storehouse of Black Music.

Max Roach, returning from consecutive world tours, conducted workshops in the music department. In fact, because of the new Black music major included within the offerings of the Music department, other artists have shared valuable workshop teaching with students. Slide Hampton, Billy Taylor, Sarah Vaughn, Max Roach and his sidemen, and others, have provided insights that most music students never have the opportunity to hear or see demonstrated first hand. Professors Max Roach and Archie Shepp recorded an album titled *FORCE*, and it won the highest award in Europe for music, the *GRAN PRIX INTERNATIONAL DU DISQUE*. The Spring Festival, honoring the late Edward Kennedy Ellington, provided students a concert musical line, from the Ell-

ington Orchestra under the direction of Mercer Ellington, to the authentic blues of Junior Wells and Buddy Guy, to the singing style of Patti Labelle, to the touch of grandness from McCoy Tyner and his group which include George Adams and Guierelmo Franco. The concert ended with the strength of an eternal Pharoah Sanders, finishing an event that provided the UMass community some of the finest music heard anywhere in the world.

This music, called Black Classical Music by many musicians who perform this dynamic art form must continue to struggle because of an American market that does not appreciate the value or beauty of a form of music indigenous to America, having roots in Africa.

— By Zoe Best and Ed Cohen

BLACK MUSICIANS CONFERENCE



Sonny Fortune



Dexter Gordon with Rufus Reid in background

The Seventh Annual Black Musicians Conference was held March 31 and April 1, and featured concerts by the Sonny Fortune Quintet, Dexter Gordon Quartet, lecture-demonstrations, and a Black Music update workshop.

The weekend events were under the direction of the founders of the conference, Bill Hasson and Vishnu Wood, and was sponsored by a collective of student and college organizations, and by the National Endowment of the Arts (NEA).

On Friday night, Sonny Fortune and his sidement, Tom Browne on trumpet and percussion, Charles Eubank on piano, Wayne Dochery on bass, and Doug Hammond on drums, transformed and saturated a large audience at

Hampshire College Robert Crown Center with music that was dynamic and vitally alive.

The workshop included as panelists Vishnu Wood, a panelist on the NEA; Reginald Workman, Director of the New Muse Community Music Workshop of Brooklyn; Stanley Crouch, noted music critic; and Joe Brazil, Director of the Black Academy of Muse in Seattle, Washington.

Wood emphasized, among other topics, that the 1977 allocation for Jazz, a category of the NEA, was \$644,000.00 out of a budget of \$13,327,000.00 or 4.8%; Workman commented that New Muse was created "out of the need in the Black community to establish cultural organizations that deal specifically with music and the per-

petuation of this part of our heritage."

The sophisticated giant of Black Classical Music, Dexter Gordon, performed at the UMass Student Union Ballroom. Accompanying Dexter's liquid but bold tenor sounds were George Cables on piano, Rufus Reid on bass, and Eddie Gladdin on drums.

Dexter played many old tunes along with new material from recent recordings. A tight rhythm section completed a strong and very moving musical unity that excited everyone there. That final concert of the unforgettable weekend made clear why Dexter Gordon is called the "living legend of the tenor saxophone."

NEW SONG MOVEMENT

Haciendo Punto en Otro Son and Roy Brown are two of the many interpreters of the "New Song Movement" (la Nueva Canción). The "New Song" is the rebirth of the traditional folkloric music heard throughout Latin America. Many of the compositions and arrangements bare their roots in the typical styles distinctive to each hispanic country; and many of the musical instruments played are those native to the culture. Haciendo Punto en Otro Son and Roy Brown, both poetic Puerto Rican artists, combine their poetic musical talents with cultural-political themes.

This conscious creation of a "New Song" is the inspiration, the re-awakening, of pride in one's people, of brotherhood and sisterhood, and of the struggles for liberation which all Third World nations share.

Another group which performed at UMass was the Grupo Moncada, Cuban artists and poets of what is referred to as "la Nueva Trova", or the "New Troubadors". Much like the cultural and political orientation of the New Song Movement, the New Troubadors have a long history in Cuban society. Long before the final independence of 1959, troubadors from the countryside performed and tried to make a living through their art. However, as in most capitalist nations, their talents and messages went unrecognized and unappreciated. With the liberation of the Cuban people came the celebration of the "common man and woman" and his/her art.

— Miguel and Vicky Contreras



Roy Brown



Haciendo Punto en Otro Son



Grupo Moncada

CHORALE EUROPEAN TOUR

The University Chorale and Chamber Singers are a group of talented individuals who perform for audiences throughout New England. Under the direction of Dr. Richard du Bois, their repertoire has increased along with their popularity to such an extent

that they were invited to present their concert programs to diverse European audiences. In late May and June, the singers traveled to England, France, Switzerland, Austria, and Germany, giving outstanding concerts in two of Europe's most famous cathe-

drals — the Notre Dame de Paris and the Notre Dame de Chartres. The Department of Music and Dance is indeed fortunate to have such a fine group.

— Bruce Goodchild



STUDENTS



IN





THE



ARTS



THE SPIRIT WILL DESCEND WITH A SONG . . .

Accompanied by an instrumental ensemble, the Voices of New Africa House Workshop Choir perform in a wide variety of styles. Included in their repertoire are selections of gospel songs, the blues, black classicals, soul and slave songs such as cries, field hollers and shouts.

This unique vocal ensemble was organized in 1972 by famed percussionist Max Roach, a professor at the University, as a performance course in the W. E. B. DuBois Department of Afrikan-American Studies.

From 1974-1977 Dr. Horace Clarence Boyer, Assistant Professor of Music at the Uni-

versity, an authority on the Afrikan-American Vocal Tradition, guided the "Voices" through a historical and contemporary dimension of Afrikan-American Music. Under Boyer's leadership the choir has not only appeared in solo concerts, but with such well known artists as Max Roach, Ossie Davis, Reggie Workman, Archie Shepp, Paul Carter Harrison, Dorothy Love Coates, Sallie Martin, Dee Dee Bridgewater, Cissy Houston, Carmon Moore, the Famous Boyer Brothers, and the Collective Black Arts Ensemble.

Highlights of the career of the choir include: a successful tour of several colleges

throughout the United States; a concert in tribute to Thomas A. Dorsey, the "Father of Gospel Music"; "Porgy and Bess", with the Springfield Symphony Orchestra; "Gospel Fuse", a fusion of gospel and symphony; and "Tomorrow Has Been Here and Gone", a musical play by Thurman Stanback and Semenya McCord.

Under the present direction of David Marshall Jackson, the assistant director and organist for the "Voices" since 1974, the choir has served and survived as a creative and preservative agent of Afrikan-American Music.

ALUMNUS ON ACTING

By Leila Bruno

To go from the student life here at UMass to that of professional theater is, indeed, a big step. It doesn't happen too often, but once in a while a student with burning ambition to act comes along. A student like Peter Boynton didn't mind sacrificing precious free time at school with continuous rehearsals for plays, dance concerts, and anything to do with the theater.

A music theory and composition major, and graduate of 1977, Boynton appeared at the Fine Arts Center in October of 1977 with the stage production of "Cabaret". Performing with the National Touring Company Bus and

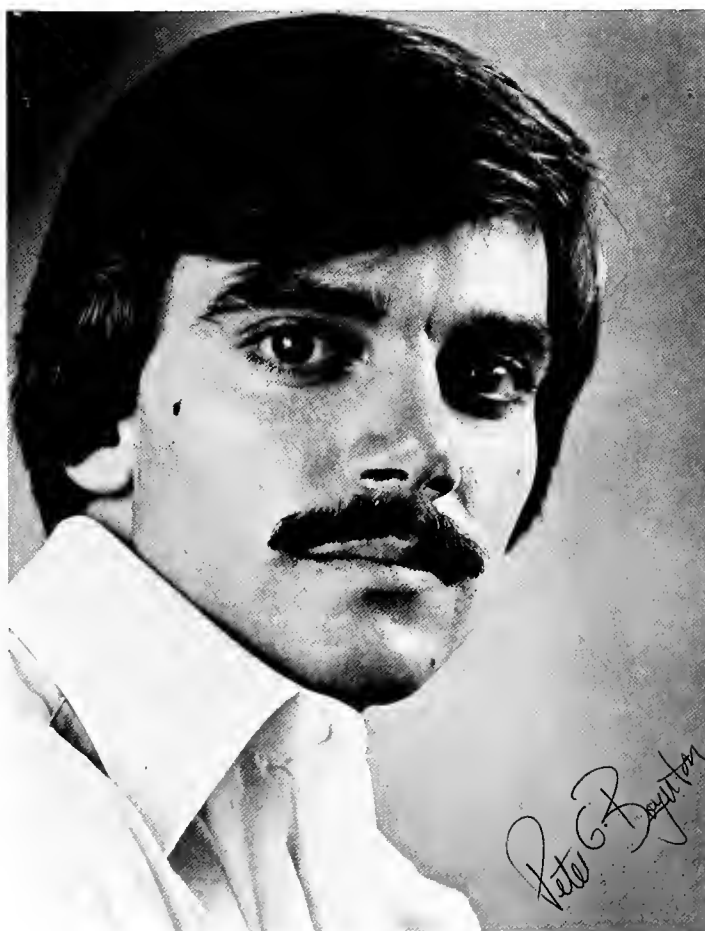
Truck Tour, Boynton played the lead male role.

During his four years here, Boynton appeared in several plays, including "Hollow Crown", "Pirates of Penzance", "Guys and Dolls", and "Journey". After taking a variety of dance courses, he became adept enough to appear in several dance concerts with the University Dancers.

Boynton feels that the only way to become an accomplished actor is to get experience from on-the-job training. "I think the major drawback that prevented my friends from breaking into acting was that they became too academic about it. Going to

school forever is ridiculous, you've got to get your training from doing it!"

Boynton claims that it was here at UMass and the faculty that influenced his career most. "I'd have to say that I got most of my encouragement here at UMass from some wonderful people. My voice teacher, John D'Armand, had tremendous enthusiasm and confidence in me. Richard Jones, who taught me the technique of jazz dance, gave me the presence of self — of being looked at. I'd also have to mention Dr. Robert Stern, who was my theory teacher, advisor and lover of the musical theater."



B

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D

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A

Y





A program that is increasing in popularity each year is the Broadway Series at the Concert Hall. This year, road companies of *My Fair Lady*, *Grease*, *Cabaret*, *Same Time Next Year*, and *Bubbling Brown Sugar* were engaged. All appeared to near capacity or sell out crowds. The performances of each were both vibrant and exciting. The problem of hearing disability, which had in the past hindered Broadway shows in the Concert Hall, was alleviated with the purchase of a new house sound system. Equally successful were the Theatre Department's Productions which were held in the Rand Theater.

D

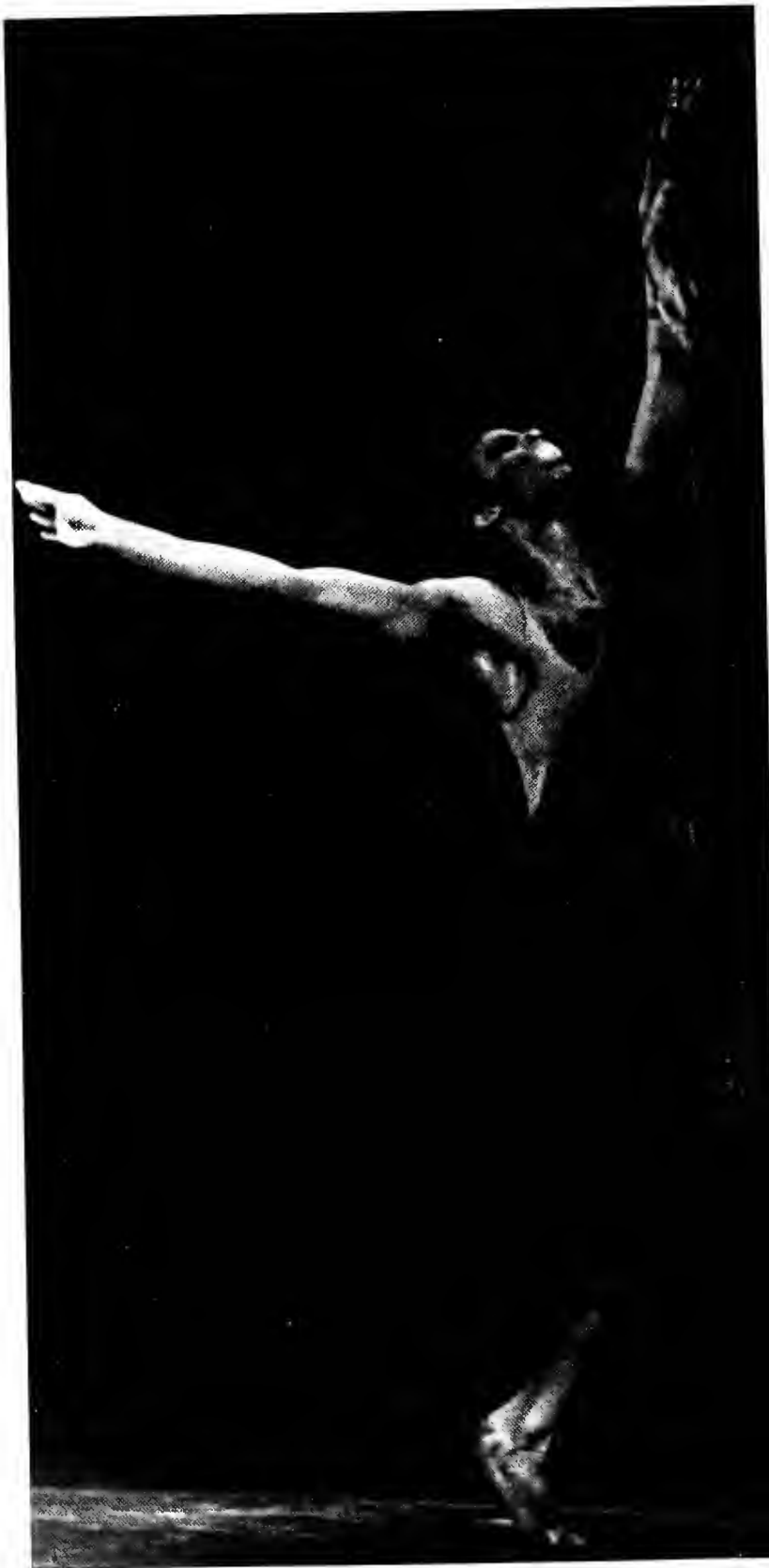
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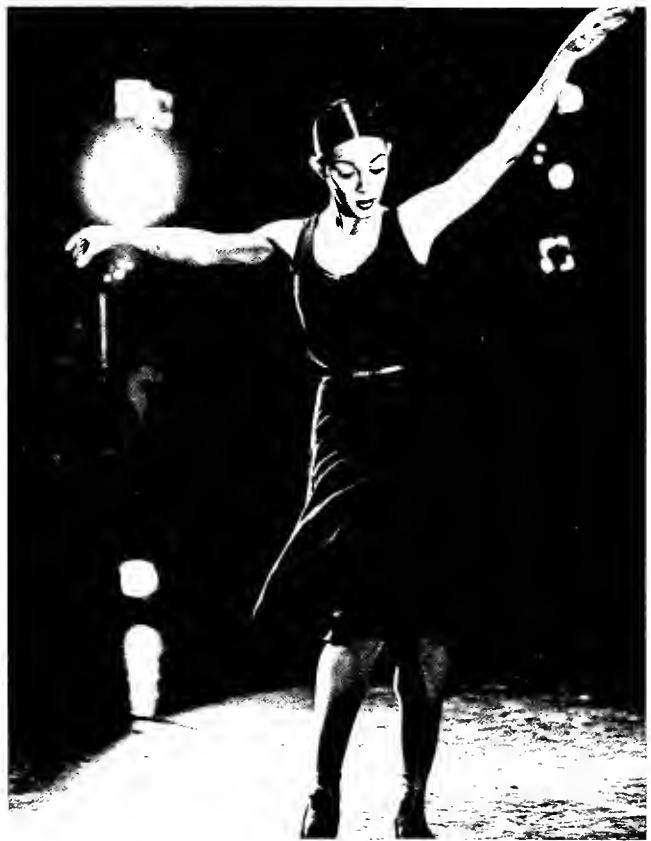
N

C

E

Dance has become a popular word at UMass. This year five major professional dance companys appeared at the Fine Arts Center Concert Hall. As usual, the most popular single event of the year was the Nutcracker. It sold out three consecutive shows. The Joffrey Ballet and the Alvin Ailey American Dance Theater were also both very successful, each having total audiences of over 3000. In the past students would have had to travel to New York City to see the caliber of dance that appeared at UMass this year.









Which of these did not happen this spring?

- A. Schiltz-a-rama, Quad Day, Busch Fest, Spring Day and other beer blasts.
- B. Senior Day and Graduation.
- C. The **Collegian** was taken over by women.
- D. The Spring Concert became the Duke Ellington Music Festival.
- E. Students studied for finals (yuck!).
- F. Metawampe dropped his spear Graduation Day.

Answer: F. That occasion has yet to come.

David Bromberg



CONCERTS

Robert Palmer



Maria Malouda



Tower of Power



Magic Dick



J. Geils



Patti LaBelle



Mercer Ellington



DUKE ELLINGTON MUSIC FESTIVAL



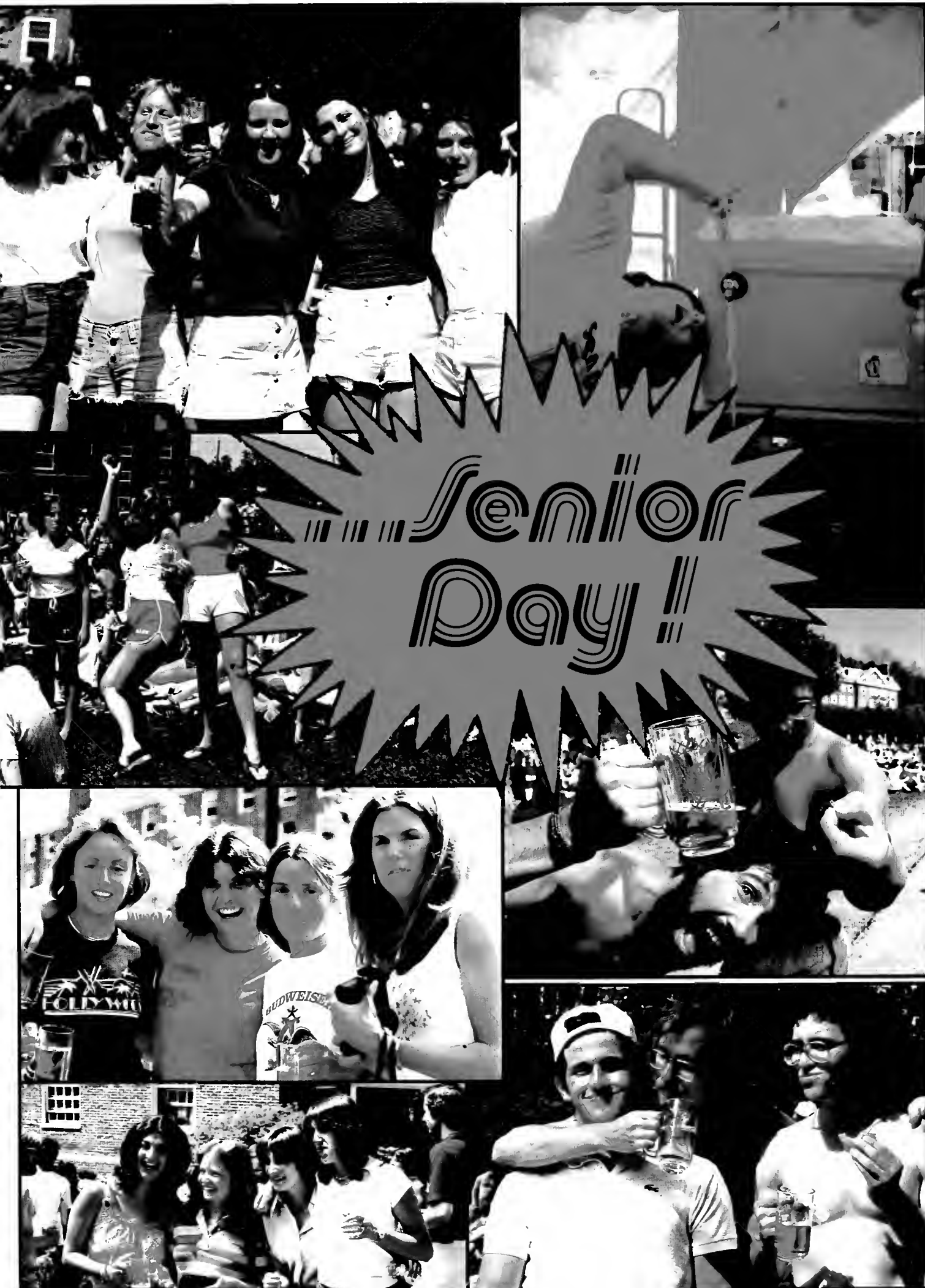


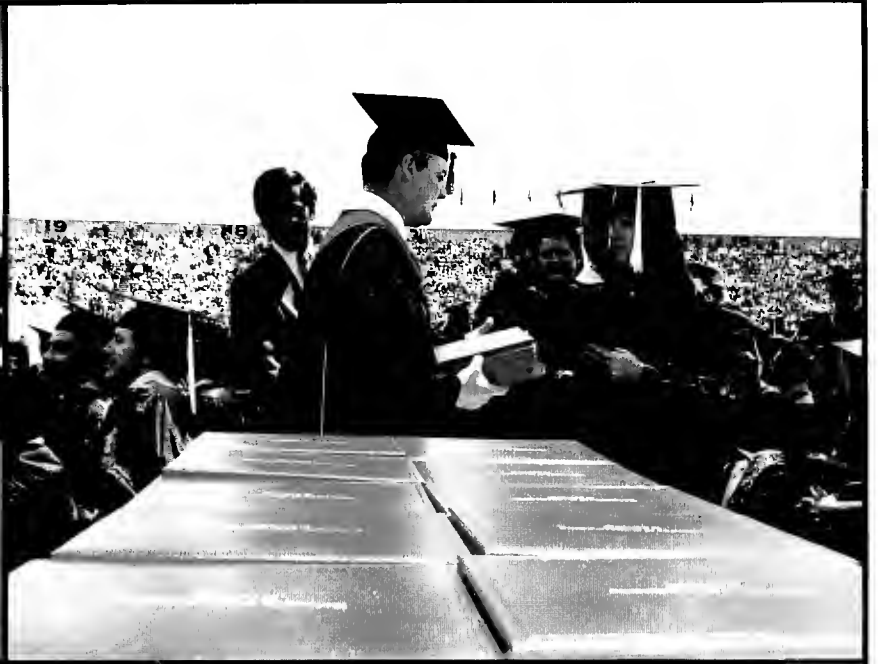


The Chancellor's Reception...













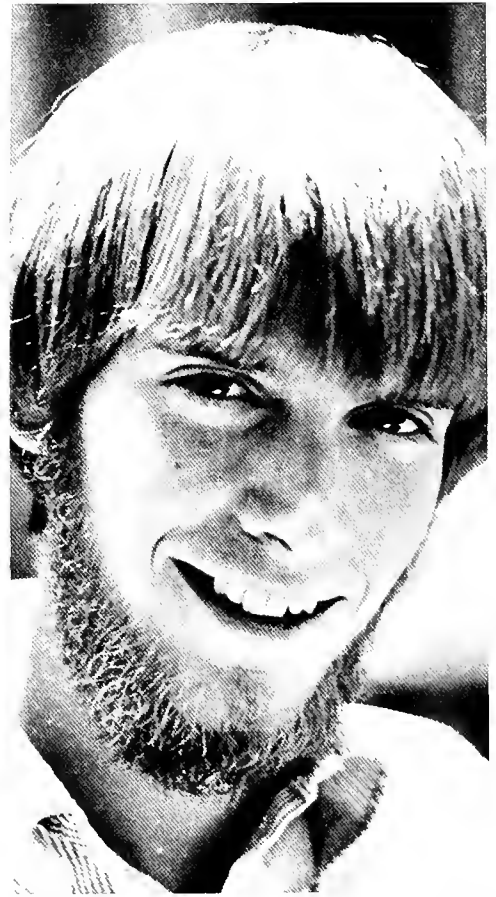




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David Rodman
Sports Editor

This was it -- the staff of INDEX '78. "Thanks" from Rebecca and Patty

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- B. Joan Mostacci - design
- C. Steve Aznovarian - lettering

- 6. Edward Cohen
- 7. Ellen Davis
- 8. Patrick Dobbs
- 9. Larry Gallagher

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- 4. Andy Bernstein

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